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ABSTRACT

This guide is designed to help teachers and supervisors in planning activities for observing Ethnic Heritage and Culture Weeks in the New York City Board of Education calendar. The first sections discuss goals and general heritage and culture themes, activities, and materials. The following sections each present suggestions for individual ethnic and culture weeks activities. Groups discussed in these sections are the Slavs, Puerto Ricans, Japanese, blacks, Chinese, Irish, Greeks, Pan Americans, Jews, Italians, and Scandinavians. Each section presents themes, background information, activities, lists of outstanding individuals from the group being discussed, a bibliography, and audiovisual aids, media resources, and organizations related to the group. A calendar of ethnic celebrations in New York City during 1980 and a questionnaire for evaluating this guide is appended. (Author/BE)

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CELEBRATION

A Planning Guide for ethnic heritage and culture Weeks

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Foreword

This guide is being offered to help the teachers and supervisors who have requested assistance in observing the Ethnic Heritage and Culture Weeks in the New York City Board of Education calendar.

In preparing the publication, we have drawn on sources in many districts. The activities, resources, and charts for each week are all newly compiled and still experimental.

Your suggestions are needed in order for us to review the materials presented and to include other successful celebration ideas and pertinent new information, resources, and learning activities. A questionnaire has been included for this purpose, so that a revised edition may reflect your reactions.

With the cooperation of the city's teachers and supervisors and of the educational community, the marking of ethnic and cultural heritage weeks can contribute to a universal recognition that a large part of the strength and vitality of our city and nation stems from the multi-cultural character of our citizens.

It is our hope, in turn, that highlighting the contributions of members of various ethnic groups to the fabric of American society will strengthen that fabric with increased cooperation and respect among people of all groups.

Charlotte Frank,
Executive Director (Acting)

How To Use This Bulletin

The first section of the bulletin is general. It outlines the goals, presents general multiethnic themes, offers suggestions for planning a special program, and supplies an extensive listing of the kinds of activities which can be used for any ethnic heritage and culture week. It also presents social studies topics, grades K-11, for which ethnic heritage materials are related learning. For example, in kindergarten important ideas are that "families who come from other parts of the world contribute to New York City," and that "our country is made up of people who have come from other countries to live here." In every grade there are topics inherently related to the history of a particular ethnic group, the culture of another country or aspects of the immigrant experience in America. The focus of an ethnic heritage and culture week is a way to motivate, review or structure learning activities related to these topics.

There is also a short section on teaching ethnic literature in the secondary schools, a general bibliography, a selection of audio-visual aids, and a list of resource organizations devoted to multicultural understanding.

The choice of how to celebrate a particular week rests with individual teachers and supervisors. Schools will probably want to stage schoolwide celebrations for those ethnic heritage and culture weeks most representative of the ethnic backgrounds of the student body. However, a successful celebration for one culture will generate enthusiasm for the observance of the other weeks.

Although the dates of heritage and culture weeks may not coincide with the sequence of the regular curriculum, the activities for heritage observances may be used as a method of motivating and introducing ideas and information which will be developed fully later. Or if topics have been covered, activities should be designed so that they provide a base for heritage week. Special arts and crafts projects may be stored in the library or resource room for later display. Student oral reports may be given to other classes and grades during heritage and cultural weeks. Planning how the regular curriculum will be taught with a view to integrating heritage and cultural week activities is a key element in successful celebrations.

The format of each individual heritage and culture section, arranged in the sequence of the calendar, is flexible, offering several suggestions for a special program as well as classroom activities. Secondary schools will find many individual and small-group projects listed in Research, Report and Discussion Topics. If these learning activities in social studies and communication arts can be coordinated with art, music, and physical education, students will experience the additional interest and excitement generated by an interdisciplinary approach. Each section has a bibliography, an audio-visual listing, and a selection of resource organizations and individuals.

It is our hope that this approach will prove helpful to teachers in implementing the observation of ethnic heritage and culture weeks, and that successful activities may be shared with us for inclusion in a revised version.

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	Week Beginning:
Slavic Heritage and Culture Week	October 15, 1979
Puerto Rican Heritage and Culture Week	November 12, 1979
Japanese Heritage and Culture Week	December 10, 1979
Black Heritage and Culture Week	February 11, 1980
Chinese Heritage and Culture Week	February 18, 1980
Irish Heritage and Culture Week	March 10, 1980
Greek Heritage and Culture Week	March 24, 1980
Pan-American Heritage and Culture Week	April 7, 1980
Jewish Heritage and Culture Week	April 21, 1980
Italian Heritage and Culture Week	April 28, 1980
Scandinavian Heritage and Culture Week	May 12, 1980

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This revised guide is an outgrowth of the original pamphlet Celebrating Ethnic Heritage and Foreign Language Weeks: A Guide for Teachers, conceived by Florence Jackson and developed by Albert Post and David Weiss.

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Goals

To establish a school climate in which students of all ethnic backgrounds grow in appreciating and understanding the cultural heritage of others:

Constantly stress the involvement of all students in all celebrations. You don't have to be Slavic to do a polka; you don't have to have African roots to wear a colorful African garb; you don't have to be Irish to do a jig. The culture of any group can be enjoyed by all.

- Plan assemblies, evening programs, special exhibits for the various weeks.

- Circulate a memo to all members of the staff (teachers, paraprofessionals, aides, guards, administrators, secretaries, making them aware of the coming ethnic heritage week and asking for special celebration ideas. A staff member is more likely to help in organizing a food booth if it is his/her own suggestion than if the idea is presented as an accomplished fact.

- Conduct an assessment of the resources available within the school (libraries, artifacts); among the staff (experts on that particular ethnic heritage); among the student body (quick overview of ethnic groups in the school who would have a great deal to offer); and coordinate efforts to obtain materials about as many ethnic groups as possible.

- Make sure all concerned members of the staff who will be involved in planning have a list of the specific weeks being devoted to their groups.

- Start contacting people on the "Resource" list at least four weeks in advance.

- Plan activities so that there is some apparent activity somewhere in the school every day of that week. If necessary, the celebration can lap over into the week before or after.

- Designate a specific place for displaying student writing and crafts relating to ethnic weeks throughout the year. (For example, one conspicuous bulletin board with a heading that says, "P.S. 69 Celebrates _____ Week"). A corner of the school library or resource room would also allow for three-dimensional and audio-visual exhibits.

To increase students' appreciation of and pride in their own backgrounds as a means of strengthening self-image and personal identity:

- Use the students and community members as resources in exploring traditions, folk songs, dancing, recipes, folktales, and firsthand or family history accounts of immigrant experiences.

- Structure class time for small group discussions about each child's roots, a time to share, voluntarily feelings about what is meaningful and cherished on a personal level. Writing

experiences should be used to further clarify the feelings expressed in small group discussions. In follow-up discussions, focus on similarities in their experiences. When exploring differences, stress the effects of historical, social and economic conditions.

To use the interest aroused by the art, literature, music, and dance of the students' own ethnic heritage as a focal point from which to develop greater interest in the arts of other ethnic groups and other historical periods:

Start with the students' own experience and interests. When they have developed an interest and pride in art forms of their own cultural background, introduce an art form of another ethnic group which is similar or has a striking basis for contrast. An example of this approach is The Bensonhurst Festival of the Arts. (See Resources for Italian Heritage and Culture Week.) Students of Italian background first became interested in opera as music sung in Italian. This became the point of entry for deeper appreciation of the music and the stories of operas. This in turn developed receptivity for extending musical experiences to Native American forms. Acceptance and enjoyment of the art of one's own cultural heritage can become the prologue to an expanding appreciation of many art forms.

To present a full, realistic and empathetic picture of the cultural heritage and American experience of all ethnic groups:

- Include the study of societal problems: racism or prejudice, discrimination, exploitation, culture clash and adjustment.
- Examine the diversity within each group's experiences.
- Develop the concept that each group's experiences are dynamic and continually changing.
- Present historical events in which there is cultural clash or conflict from the differing perspectives of the groups involved.
- Focus on the problems and achievement of the common people as well as the heroes and leaders.
- Promote values, attitudes and behavior which support ethnic pluralism.
- Examine differing views of the group's current needs or problems and goals.

To integrate the study of ethnic and cultural heritage into the social studies curriculum:

- Use the observance of these special weeks as a focal point for reviewing, reinforcing, and synthesizing previous learning through the special activities. While performance and arts and crafts projects lend themselves to assembly programs, and special displays, these activities should stem from knowledge acquired in the classroom.

AN OVERVIEW OF TOPICS FROM MINIMUM TEACHING ESSENTIALS IN WHICH ETHNIC HERITAGE STUDIES MAY BE INTEGRATED

SOCIAL STUDIES KINDERGARTEN

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
HOW DOES THE FAMILY MEET ITS NEEDS?	Families who come from other parts of the world contribute to New York City.
HOW DO PEOPLE NEAR AND FAR HELP OUR CITY?	Our country is made up of people who have come from other countries to live here. People from many lands have made contributions to our country.

GRADE 1

PEOPLE LIVE IN GROUPS - FAMILIES, SCHOOL, PLAY AND WORK GROUPS	Families around the world are alike and different.
HOW ARE COMMUNITIES INTERDEPENDENT? (Case Study of Food)	
We Buy Our Food in Stores	There are many different kinds of stores and ways to purchase food: supermarkets, outdoor market.
HOW DO CHANGES OCCUR IN THE COMMUNITY?	People who live in communities come from other parts of the U.S.A., and the world.
HOW DO COMMUNITIES OBSERVE SPECIAL DAYS?	
Special Days Relating to Family and Community Events	Some special days relate to groups in the community: Puerto Rican Discovery Day, Jewish Heritage Week, Black History Week.
Special Days Relating to the Customs of Various Groups of People	Chinese New Year, 3 Kings Day and Channukah are holidays celebrated by many people in our city.
Special Days Relating to International Events	Recognition is given to special days, events, and people around the world.

GRADE 2

WHO ARE THE PEOPLE WITHIN N.Y.C.?	A case study (studies) of various ethnic groups (include those representative of school community).
HOW DO PEOPLE OBSERVE SPECIAL DAYS AND CUSTOMS?	People in other countries also celebrate national holidays such as Bastille Day.

GRADE 3

HOW DO PEOPLE IN A COASTAL REGION USE THEIR RESOURCES AND GEOGRAPHY?	
Historical Development	Italian explorers came to this area for economic reasons.
Social and Cultural Life in the Region	The region reflects the cultures of many diverse ethnic groups.

GRADE 4

HOW PEOPLE DISCOVERED AND EXPLORED WHAT IS NOW THE UNITED STATES	America was rediscovered by other European explorers almost five hundred years after the Vikings.

GRADE 5

HOW DO OUR NEIGHBORS IN THE WESTERN HEMISPHERE USE THEIR RESOURCES AND GEOGRAPHY?	Mexico and Caribbean Sea Area South America
HOW DO PEOPLE AROUND THE WORLD USE THEIR RESOURCES AND GEOGRAPHY?	Eastern Europe and U.S.S.R. Africa, South of the Saharas Africa, North of the Saharas

GRADE 6

HOW WESTERN CIVILIZATION DEVELOPED	Greece
HOW OTHER CIVILIZATIONS DEVELOPED	China; Africa

GRADE 7

WHY PEOPLE MOVED TO THE NEW WORLD	
Voluntary movements of people to the New World	Unfavorable political, social and economic conditions in Europe caused people to move voluntarily to the New World.
Involuntary movements of people to the New World	Africans, prisoners and some indentured servants came to the New World involuntarily. Ethnic groups that settled in colonial America brought with them a cultural heritage.
HOW AMERICA GREW IN A CHANGING POLITICAL CLIMATE	
The Civil War	The Kansas-Nebraska Act, Dred Scott decision, split in the Democratic Party, Election of 1860, and the firing on Fort Sumter were highlights of the road to Civil War. The Civil War brought an end to slavery.

GRADE 8

URBAN AMERICA IN THE 20th CENTURY

The impact of industrialization	Adverse effects of industrialism included: "sweatshop" conditions of workers, economic depression of farmers, cheating of consumers, and corruption of government.
Prejudice, discrimination and racism in America in the twentieth century	European and Asiatic immigrants have had to overcome discrimination while struggling both to assimilate into the dominant culture and maintain their distinctive heritage.
	Blacks and Hispanics have tried to overcome discrimination in many areas of American life through organizational efforts, charismatic leaders, court decisions, legislation, activist strategies, and affirmative action programs.

THE METROPOLITAN AREA: A CASE STUDY

Growth of New York City metropolitan area	The many minority groups in New York City have struggled to assimilate and yet preserve their distinct heritage

GRADE 9

Required Regional Studies	Optional Regional Studies
LATIN AMERICA	JAPAN
PEOPLE'S REPUBLIC OF CHINA	
SUB-SAHARAN AFRICA	

Excerpt from the Social Studies Curriculum for grades 10 and 11

GRADE 10

WORLD STUDIES: WESTERN CIVILIZATION -- HISTORY AND CULTURE

THEME A.	The Emergence of Modern Europe (From The Renaissance To The Rise of National States)
THEME F.	Life, Art, Science And Thought In The Nineteenth Century
THEME H.	Life, Art, Science And Thought In The Twentieth Century

GRADE 11

AMERICAN HISTORY: STUDIES IN POLITICAL, SOCIAL, AND CULTURAL DEVELOPMENT

THEME A.	The Development of Self-Government In The United States
THEME B.	The American People: A Pluralistic Society
THEME C.	We Live Together: Social and Cultural Development Of The American Nation

INTEGRATING ETHNIC LITERATURE*

For the elementary level, ethnic literature is readily integrated through childrens stories and poems reflecting the various cultures. Many materials are available, and a selected sampling is presented in the bibliography of each cultural section.

In the secondary schools more specific suggestions for integrating ethnic literature may be welcome. There are at least two main approaches to integrating ethnic literature. One way is to select a universal theme and include a selection of ethnic literature as one of several works on that theme. The other approach is to use materials which present the immigrant and/or ethnic experience of several different groups and focus on the common elements which run through them all. With both approaches, to assure that students, the teacher, and supervisors are willing to deal with explicit treatment of language and actions in sensitive areas, it is important that teachers read the books and exercise thoughtful judgments in assigning and recommending materials.

With the first approach, the theme of the tragic society destroying its members could be explored through such selections as: Native Son by Richard Wright, Theodore Dreiser's American Tragedy or Sister Carrie; Thomas Hardy's Tess of the D'Urbervilles or Jude the Obscure; and Eugene O'Neill's play, The Hairy Ape. Or a poem such as "A Time to Mourn " by Etheridge Knight could be discussed with T.S. Eliot's "The Hollow Men."

Another universal theme is the search for a father's love. Go Tell It on the Mountain by James Baldwin; Call It Sleep by Henry Roth; the plays, I Never Sang for My Father by Robert Bolt, and Philadelphia, Here I Come by Brian Friel all deal with variations of that theme.

Prison literature might provide another basis for comparison. Discussion might focus on a consideration of the effects of prison on the prisoner: Is the prisoner rehabilitated as was Malcolm X or is he destroyed by it as was Jean Val Jean? Or discussion could center on the function and relations of society and its prison system. Examples of such literature would be excerpts from Black Voices from Prison by Etheridge Knight; The Autobiography of Malcolm X. If He Hollers, Let Him Go, by Chester Himes; Les Miserables by Victor Hugo; Birdman of Alcatraz by Thomas Gaddis; One Day in the Life of Ivan Denisovich by Alexander Solzhenitsyn, the play Darkness at Noon by Arthur Koestler; The Fixer by Bernard Malamud; Jailbird by Kurt Vonnegut; On the Yard and Felony Tank by Malcolm Brady; Cage Five Is Going to Break by E. Richard Johnson; O. Henry's "After Twenty Years" or "The Retrieved Reformation;" The Borstal Boy by Brendan Behan; and "The Valiant" a one act play by Holworthy Hall and Robert Middlemass.

The theme of a struggle for peasant's rights could be explored in A Tale of Two Cities by Charles Dickens and the Haitian novel, Masters of the Dew by Jacques Roumain, translated by Langston Hughes and Mercer Cook.

The second approach lends itself to an elective course in ethnic literature, or could be used by assigning individuals or small groups to read particular books. The common elements in the various works then would be highlighted in class or small-group discussions. This approach is especially good for students who can relate on a personal level to many of the problems dealt with in the literature.

As a motivation for the unit ask the class if they have ever been strangers in a new place or situation. Have them discuss their feelings about their experiences. In analyzing the literature, discuss such concepts as the conflict between old and new values and how these affect the relations of parents and children; whether the characters feel alienated from a mainstream society; what particular economic problems the characters face and how they deal with them; what share of responsibility for the characters' situation falls on the larger society; what actions and attitudes of the characters help them cope with their problems. After discussing the characters, students may be ready to discuss their own similar problems, bringing to the discussion insights gained from the literature. Books which reflect the ethnic and/or immigrant experiences are: Giants in the Earth by Ole E. Rolvaag; O Pioneers by Willa Cather; Christ in Concrete by Pietro de Donato; Studs Lonnigan by James Farrell; Everything But Money by Sam Levenson; Roots by Alex Haley, My Antonia, by Willa Cather, Down These Mean Streets by Piri Thomas, Woman Warrior by Maxine Kingston, Brown Girl, Brownstones by Paule Marshall, Pericles on Thirty-First Street by Harry Mark Petrakis.

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* The themes used in the thematic approach and the selections from Black literature are from "How to Integrate Literature" by Carolyn Dennis Jones, James Spratley, Lucille Thomas, and Hope C. Williams; distributed by Famous Teachers School, National Council of Teachers of English, Washington, D.C., 1974. For those wishing a fuller treatment on integrating, Black Literature, the pamphlet is available in the Curriculum Library at 131 Livingston Street.

Douglas Berman, Assistant Principal/Supervision of English, Sarah J. Hale High School contributed the suggestions for the second approach and many of the other literature selections.

General Heritage and Culture Themes

From where did these people come and in what places did they settle?

Why did they move?

What did the newcomers find here?

What problems did these new immigrants encounter and how did they adjust to the new way of life?

What types of work did they engage in?

In what ways are the contributions of this group enriching American society?

What are some of the contributions of outstanding members of this ethnic group?

How is the culture of the country of origin influenced by geographic and natural resource factors?

What are the contributions of various ethnic strands within the broader cultural heritage?

How is the history of the culture reflected in its literature, art, music, recreation, food?

What special characteristics of life in New York have made it a center for immigrant settlement?

What are some of the current issues confronting this group today?

General Activities

MARKING AN ETHNIC HERITAGE DAY

Preplanning is the key to a successful Ethnic Heritage and Culture Day. Cooperation with the Parents' Association and neighborhood resource persons and organizations will help to make the day more exciting and diversified. Ideas for how best to mark the day should come from the children themselves, their parents, and the community, as well as from the faculty. The suggestions below are offered as a starting point. Any special program should be coordinated with the class activities. The classwork will provide the day's events.

An assembly program presented by students and/or invited performers might include:

-Scenes written and presented by students about:

  an aspect of development of the ethnic culture being celebrated

  an historical event

  a dramatic moment in the life of an outstanding member of the ethnic group

  experiences of members of the ethnic group in New York City

-Songs and dances

  typical children's songs sung in English and in the language of the ethnic group

  any authentic music and/or dance form popular in the country of origin

  Excerpts from drama or literature of the ethnic group performed by children

-Choral recitation of selected poems by writers of the particular ethnic group

-Stage backgrounds (perhaps prepared by art classes) using designs and motifs adopted from the art of the ethnic group

-An assembly program which features guests and performers from cultural organizations or institutions adds a special quality to the celebration

A display of art, craft, and performance projects created by a class, grade, or group is another way to mark an ethnic celebration week. This display could also be viewed by parents as part of a Parents' Association meeting scheduled during that week. Project could include:

-Story-telling room or corner where children tell stories to small groups at set times

-Paper mural of the official seal of the country of origin, with each component explained

A mini-food pavillion, set in the style, colors, and atmosphere of the ethnic culture being focused upon, could include:

-Posters, pictures, and programs of cultural events and places of landmark interest

-Food booths stocked with ethnic dishes and desserts prepared by students and parents and/or community members

-Small tables arranged for enjoyment of the foods -- with representative tableware and place settings

-Tapes, records or live performance of ethnic and popular music of the country being honored; where applicable, opera and dance music as well

A book fair of ethnic literature could be centrally located and contain:

-A newspaper (or papers) in the native language

-Periodicals, postcards, holiday greeting cards in the native language

-Books in the language, or in English, about the ethnic culture being displayed

A simulated trip to the country of origin could be experienced, with the use of:

-Travel literature, timetables, and descriptions of points of interest

-Recordings or cassettes of foreign-language lessons in the native tongue

-Postcard-writing station for children to "mail" greetings back to New York

A contest to select the boy and girl who best embody the qualities of multi-ethnic involvement could be held for each grade level.

A picture-taking booth with pre-prepared "frames" of men and women dressed in ethnic garb, for students to stand behind when photographed

A live interview newsshow where students interview parents, grandparents, community members of the particular ethnic group, for a small audience. (These could be taped and kept in the library media center.)

-Guest story-tellers, musicians, or graphic artists who could perform or show their work and talk to the audience in a small group setting

COLLECTING AND ORGANIZING INFORMATION

In addition to teacher lecture and reading and discussing materials in class as a large group, the following ways of gathering information are especially inportant for ethnic and cultural heritage studies.

- -Research in the library on topics assigned individually or to small groups. These should be coordinated in advance with the librarian so that classes and grades will focus on the various ethnic groups at different times.
- -Viewing and listening to film, filmstrips, slides, tapes, records and special radio and television programs.
- -Listening to guest speakers in class.
- -Tours of specialized museums, or special collections (Liberty Island Museum). Visits to neighborhood organizations, business establishments (with advance arrangements)
- -Student interviews conducted outside of class with relatives, community members who are personally known to students. (Guidelines for interview techniques and preparation of questions on a particular topic should be developed in class prior to the assignment.)
- -Listening to reports and presentations by other students within the class or from other classes and grades.

SYNTHESIZING AND EXPRESSING INFORMATION

When students have acquired basic information and concepts, these can be synthesized and expressed through a variety of forms. Although activities are grouped under separate headings, nearly all of them could become interdisciplinary.

COMMUNICATION ARTS/SOCIAL STUDIES

Improvise Scenes

Students, assigned in small groups, spontaneously create a scene based on any aspect of the historical experience of that group. The teacher and/or students should previously decide who the students are, what each wants at that moment in time, and several pertinent aspects of the present circumstances.

For example, in a scene in which an immigrant family is trying to rent an apartment in a neighborhood where the ethnic group to which they belong is not wanted, students should know: how many children there are in the family, what work the parents do, how many buildings may have rejected them, what is the top price the family can afford. In order to portray the landlord, the students should know the reasons why the family might not be acceptable: preconceived stereotypes, fear of what the other tenants will say, how much rent would be minimally acceptable to the owner. Everyone should know what the apartment is like.

After doing the scene in small groups, volunteers might want to perform for the class. After the improvisations, the class may consider alternative

ways in which the scene might have ended, and other factors which could have influenced the outcome. The students may also switch roles, and see how their various positions affect their feelings in the scene.

Write, rehearse and present a scene or mini-play, developed through improvisation, for an audience. Stage, backgrounds, costumes and props make it an interdisciplinary activity.

Write first-person diary entries to personalize the realities of living in a different time, place, or culture; older immigrant representatives; recent immigrants;discrimination in housing, working, socially, etc. These could be small projects of one or two entries, or major projects with entries created to show a life story.

Picture collections can enhance the diary, or can highlight specific historical events, analysis of causes of migration, minority children within the city, children in country of origin, the ghetto in various times and places.

Representative diary entries from persons of different ethnic groups, different ages, different historical periods, could be read aloud in juxtaposition with a sound collage based on their immigration experience.

Issue a newspaper or magazine devoted to the problems of an immigrant group in a particular period. Write articles based on reading, research and interviews. Research can be on a simple level or involve reading actual newspapers and/or magazines from a particular period on microfilm and summarizing the articles and/or photocopying or drawing the advertisements of the time. If a school has a Publications Activity Center, a heritage week newspaper is an ideal project.

Write articles for various school and community publications on the themes of Ethnic Heritage and Culture weeks: devote part of the yearbook to the area; publish a school memory book; enter work in the Art/Literary magazine; or print a souvenir handbook.

Compile a mini-dictionary of words from the native language which have become part of the English language.

Write narratives or poems based on personal experiences or on what has been learned vicariously.

Practice and present choral readings of poems, or staged readings of scenes from a novel or play which deals with ethnic themes.

Perform a scene by a playwright of that ethnic group.

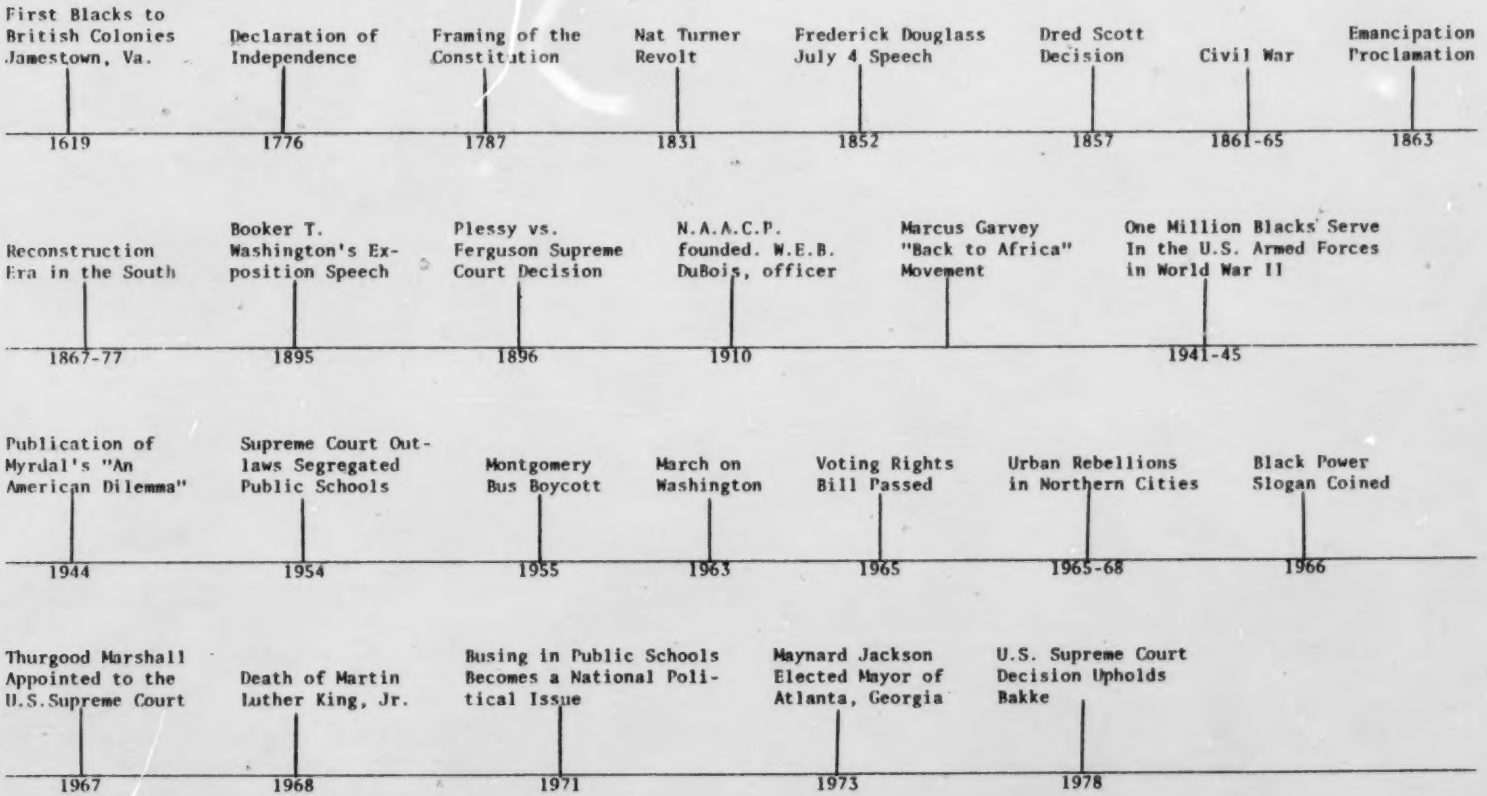
Graph charts on immigration patterns for a particular time and place, using the U.S. census figures (researched or furnished by the teacher).

Make maps of the country of origin. Trace the routes by which people arrived.

Develop a time line of historical events related to a particular ethnic group. (A sample time line of Black historical events is on the following page.

DEVELOPING A TIME LINE

Ask pupils to redesign the time line below, placing Black Historical events within the framework of the social movements and/or growth of America so that it is clearly evident that Black History is not independent of the history of America.



Timeline from the School District of Philadelphia, Division of African & Afro-American Studies: William C. Green, Director.

MEDIA

Create a slide show of an ethnic group's history, using a compilation of old magazines, newspaper clippings, personal photographs, and old postcards.

Conduct interviews in English or in other languages with neighborhood residents who "remember when." These can be written or recorded. If a videotape recorder is available, port-pac excursions around the city could be made to film both candid and rehearsed interviews in English or another language with key people in an ethnic neighborhood. A scrapbook could be kept to record all findings, give credit to all participants, and describe the entire experience.

Create films (Super 8 and 16 mm.) on various themes in the history and experiences of an ethnic group. Old engravings can be made to "move" through film by moving the camera. Comic drawings may be made to move through multiple frames. Objects or figures may be animated through the technique of stop-action.

ARTS AND CRAFTS ACTIVITIES

Draw, paint, photograph important persons, events, and historic buildings in the community. A series of these may be used in producing woodcuts, silk-screen prints, and etchings.

Design a book or portfolio to display a collection of photographs or drawings of famous people, past and present. Use English and/or foreign language captions.

Create paintings or doll models of costumes of the country of origin through the centuries.

Arrange a bulletin board of drawings and paintings of historical figures, with descriptions of their achievements.

Letter a scroll of the names of outstanding contemporary members of the ethnic group, with their accomplishments. (See charts of outstanding people for some suggestions. These are included for each group.)

Illustrate myths or folktales in storyboard form -- a series of mounted pictures to show the plot, accompanied by a narrative.

Make posters for multiple production to be displayed in school and community locations.

Design a plaque for sites in the communities.

Paint murals or individual pictures of historical events, people in New York, scenes from an ethnic culture.

Make tabletop models of buildings, people, events, etc., created of clay, plexiglass, metal, cardboard, oaktag.

Sculpt Pop Art versions of various ethnic foods.

Create portraits of famous persons, by casting in plaster, carving, modeling in clay, or using found objects and materials.

Prepare puppets or simple marionettes for staging scripts. Types of figures may range from tiny finger puppets to stick puppets as large as the

children. Scroll backgrounds which wind from one side to another may be painted for the smaller stages. Papier mâché, cloth scraps, paper, plastic forms and containers, and found objects may all be utilized. Silhouette figures may also be used as shadow puppets. Use puppets with recorded dialogue and songs.

Present art work in public structures (civic and art centers, day care centers, libraries, post offices, schools, terminals, museums, churches, banks, theaters, shopping centers, plazas, etc.) based on Ethnic Heritage Week themes.

Sew a community quilt with an ethnic identity theme. An overall design may be developed first, or patches and squares may be designed individually and then sewn together in a pattern. The quilt may be displayed in the community or during a celebration of the week.

Construct toys typical of the ethnic group. The toys may be authentic representations or free interpretations.

Design and paint or sew banners and flags to symbolize a variety of ethnic themes.

Make or collect dolls and dress them in period costumes from country of origin, as festival figures, or as craft, business, and tradespeople in the New York community.

Stage a parade with floats created on doll carriages, wagons, or toy trucks and cars.

Make rubbings of plaques and markers on old buildings, gravestones, iron fences, stone walls, as part of historical research.

MUSIC AND DANCE

Practice and present folksongs and dances from the country of origin. The curriculum bulletin Physical Education Grades K-6, A Movement Approach,* has charts with dances of country of origin and the records which can accompany the dances. Dance Instructions are enclosed with the records.

FOODS

Prepare ethnic foods. This activity may be a special project of the foods courses in the intermediate and senior high schools; or integrated with the lunch room activities, where there are programs with impetus toward experimentation; or an activity for parental involvement.

*Published by the Board of Education of the City of New York, Division of Curriculum and Instruction, 1979.

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Multiethnic Resources

Organization	Contact Persons	Address and Telephone	Comments
Center for International Programs and Comparative Studies	N.Y. State Education Department, Dr. Henry Ferguson, Director	Cultural Education Center Empire State Plaza Albany, New York 12230	
Center for Global Perspectives in Education, Inc.	Mr. Larry Condon, Program Executive Vice President	218 E. 18th St., N.Y.C. 10003	
"Dial A Story"	Mrs. St. Claire 990-0716	Queens Borough Public Library, Dial 212-658-4070 (Day or Night)	A new story is given each week. During each Heritage and Culture Week, a story or account from the history of that group is featured.
Donnell Library, The Foreign Language Section		20 West 53 St., N.Y.C. 10019	
Institute for World Order	Ms. Betty Reardon, School Program Director	11 W. 42nd St., N.Y.C. 10036	
International Relations and Ethnic Studies Institute (IRES)	Dr. E.C. Condon, Director	Rutgers University Graduate School of Education 10 Seminary Place New Brunswick, N.J. 08903 (201) 932-7588	The Institute's activities focus on improving crosscultural communication and enhancing human relations through research on the concept of cultural pluralism. It runs multicultural conferences and festivals, disseminates materials and distributes a free catalog and information.
Museum of Immigration		At the base of the Statue of Liberty on Liberty Island. A new museum is being planned for Ellis Island.	Admission is free; however the Circle Line Ferry which takes groups to the Island costs $1.50 for adults; .50 for children. For group rates, call 269-5755
National Council of Associations for International Studies	Foreign Area Materials Center	60 E. 42nd St., N.Y.C. 10017	
National Origin Desegregation Assistance Center	Dr. Charles Harrington, Director Ms. Marietta Sharavia Shore, Associate Director	Teachers College, Columbia University 525 West 120th St., N.Y.C. 10027 678-3151-2-5	Free technical assistance to school personnel of Connecticut, Maine, Mass., New Jersey, New York, Rhode Island, Vermont, Puerto Rico, Virgin Islands. Materials for speakers in Spanish, Chinese, Greek, Italian, etc. Conducts workshops, consultations, conferences, testings. Prepares model programs. Serves students whose dominant language is not English.
National Project on Ethnic America (Institute of Human Relations)		165 East 56th St., N.Y.C. 10022	
SIETAR, Intercultural Communications Network	Regional Council for International Education, Dr. David S. Hoopes, Executive Director	University of Pittsburgh, 1101 Bruce Hall, Pittsburgh, Pa. 15260	(An association on global studies)

Slavic Heritage and Culture Themes

What groups make up the Slavs?

How do folklore and crafts reflect the culture and history of Slavic peoples?

What has been the Slavic influence on the arts in western civilization architecture, painting, sculpture, literature, music, theatre and dance.

What are some of the individual achievements and contributions of Slavs to the development of the American nation?

What are some current issues and concerns of Slavic people: Communist dominatin, self determination, religious freedom?

Background Information

The Slavs are Europeans. Some one hundred and sixty million are Eastern Slavs: Russians, Ukrainians, Byelorussians. There are over forty-five million Western Slavs: Poles, Czechs, Carpatho-Ruthenians, Slovaks, Lusatians; and some twenty-eight million Southern Slavs: Slovenes, Croatians, Serbians, Bosnians, Montenegrins, Macedonians and Bulgarians. Each people has had its own pattern of history and culture for many centuries. Since World War II, Slavs have been divided into five states in Eastern Europe: USSR, Yugoslavia, Czechoslovakia, Poland, and Bulgaria.

There is a fundamental similarity among the Slavic languages, in both the spoken and written forms, which insures a strong bond among the various peoples. This ability to communicate has created emotional and spiritual links among the Slavic nations in their homeland as well as in their new settlements in the United States. The differences among Slavic written languages, which developed during the past two centuries, became a strong factor in their divergent cultural patterns. Today every single Slavic nation possesses its own literary language, its own sophisticated literature, its own culture.

New York City has been and continues to be the gateway for millions of Slavic immigrants who have come to find a better life and build a new nation. It is estimated that one in every twenty Americans is of Slavic origin.

They fought for this country's independence, nurtured its democratic institutions and toiled in its mills, factories and mines. Countless Slavic names, like Kosciuszko and Pulaski, are to be found in the roster of American history. As artists, writers, scientists, elected officials, farmers and workers they contributed to America's growth and strength and, with their heritage in art and music, enriched the cultural life of the people.

Hundreds of thousands of people from the Slavic lands have made New York City their home. Here they have created a virbrant community and fostered the growth of the city as a center of the arts, commerce, finance, diplomacy and industry.

*Adapted from "Who Are the Slavs" prepared for Slavic Heritage and Culture Week in New York City, 1978, by the Slavic-American Cultural Association, Inc.

Activities

Planning A Special Program

An assembly program could include:

-A costume show. Using pictures from National Geographic or travel posters, reproduce at least one set of Slavic festival costumes. (If any of the students have authentic outfits, that would be even better.) Color, lace, embroidery, ribbons and trim are very conspicuous on both male and female garb.

-A dance performance. Instructions and recordings for a variety of Slavic dances (polkas, "The Wheat," and Kalvelis) may be found in Physical Education: A Movement Approach K-6, pp. 246-254.

-Musical performance. Songs from Slavic countries may be found in Treasure Chest of World Wide Songs, pp. 22, 38, 41.

EXHIBITS AROUND THE SCHOOL

-Artifacts (samovars, Easter eggs, dolls, embroidery) from Slavic countries.

-A bulletin board chart of the Cyrillic alphabet letters with our equivalents.

-A food booth featuring blintzes, sour cream, borscht and caviar.

In-Class Activities

COMMUNICATION ARTS

Learn to write some letters in the Russian alphabet.

Have students research the origin of the word "Slav" -- There are two theories: a) from a word meaning "glory"; b) from "slave." (Many Slavic people were sold by conquerors in the slave markets of Europe).* Select one theory and support that theory by historical examples.

Write reviews of Slavic movies. These may be reshown or appear on television:

The Fireman's Ball
Ballad of a Soldier
The Shop on Main Street
The Cranes are Flying
Alexander Nevsky, by Serge Eisenstein, with score by Prokofiev

SOCIAL STUDIES

Learn the names of some artifacts of Slavic countries (samovar, balalaika, nesting dolls). Make a display of items (or pictures of items) brought in by the class.

Make maps of the Slavic countries. Draw routes which could have been followed by the early Slavs from the Carpathian mountains to areas of Slavic population today.

-Collect and display pictures showing the people and the cities, and the geography features, of one or more of the Slavic countries.

* From Multi-Ethnic Heritage: Learning Directions, a publication of Community School District 22, Ralph Brande, Superintendent.

If possible have someone translate articles in a Slavic language newspaper. Discuss any new insights.

Invite a guest speaker who has lived in or visited a Slavic country to share experiences.

ARTS AND CRAFTS ACITIVITIES

Study the folk costumes of the Slavic peoples - make costume illustrations. Visit shops in an ethnic neighborhood, or specialty store such as Cepelia, on 57th Street in Manhattan. View the craft objects, such as wood-carvings, paintings or glass, decorated boxes, rugs and tapestries.

Make your own version of weavings from a collage of paper and cloth scraps.

Invite someone to demonstrate the craft of wycinanki: colorful geometric paper cut-outs. Illustrate a children's book such as The Trumpeter of Krakow.

Take a walking tour to photograph and sketch an ethnic neighborhood such as the Ukrainian community on the lower East Side.

Decorate Easter eggs using the paint and wax technique.

View pictures of buildings illustrating distinctive styles of Slavic architecture: the rustic zakopane style of southern Poland, the onion-domed form of Russian churches, such as those in the Moscow Kremlin.

The ancient pagan deities of Slavonic mythology, nature spirits, fire, the sun and moon, and two ruling gods who represented good and evil. There were also mischievous gods of the hearth, the barn, the water. Create your own ideas of what these spirits might look like; use paint or clay.

-Write poems expressing what these spirits might say.

View the work of painter Jan Matejko (Polish) and Wassily Kandinsky (Russian).

Attend the Steuben Day Parade (September 27) or the Pulaski Day Parade (October 5); take pictures and make a bulletin board display of photos.

MUSIC

Read excerpts from the battle scene of Tolstoy's War and Peace. Listen to Tchaikovsky's "1812 Overture." Describe how the subjects of the two words are similar.

RESEARCH, REPORT AND DISCUSSION TOPICS

Research the formation of Czechoslovakia as a nation.

Write or report orally on outstanding historical or contemporary Slavic figures. (See the chart for suggestions).

Read and report on a work by Henryk Sienkiewicz (Poland), Leo Tolstoy (Russian), and/or Louis Adamic (Slovene-American writer).

Compile a booklet of foods and recipes from the Slavic countries: borscht, stuffed cabbage, bigos, blini.

Research and report on contemporary issues in Eastern Europe: Communist governments, suppression of religious freedom, boundary changes since World War II, harassment of political dissenters, e.g., Czechoslovakia.

Report on the popularity of American dress, music and arts, especially among youth, in Slavic countries of Eastern Europe.

Read Karel Capek's play R. U. R.(from which we get our word robot). Compare this science fiction with one of your favorite current sci-fi books Star Wars, Star Trek. Is his view of our future optimistic?

Design stage set for R.U.R.

SOME OUTSTANDING MEN AND WOMEN IN SLAVIC HISTORY

Casimir Pulaski	1748-1779	Polish General who fought gallantly for the cause of independence and freedom during the American Revolution
Frederic Chopin	1810-1849	Polish composer
Marie Curie	1867-1934	Polish scientist who discovered radium
Fyodor Dostoevsky	1821-1881	Russian novelist
Thaddeus Kosciusko	1747-1817	Polish General who fought gallantly in the American Revolution.
Nikolai Rimsky-Korsakov	1844-1908	Russian composer
Bedrich Smetana	1824-1884	Czech composer
Igor Stravinsky	1882-1971	Russian-American composer of Petrouchka, Firebird Suite and Rite of Spring
Peter Ilyich Tchaikovsky	1840-1893	Russian composer of Romantic era: Swan Lake, Nutcracker, Romeo and Juliet
Leo Tolstoy	1828-1910	Russian novelist who wrote War and Peace and Anna Karenina
Taras Shevchenko	1814-1861	Ukrainian poet
Ignace Paderewski	1860-1941	Foremost Polish pianist; served as a Prime Minister in that country.
Aleksander Koshetz	1875-1944	Ukrainian composer

SOME OUTSTANDING SLAVIC-AMERICANS

Zbigniew Brzezinski		A Polish-American who currently serves as chief security advisor to President Carter
Krzysztof Fenderecki		Polish composer
Milos Forman		Czech film director
Gregory Hrushka		Founded the Ukrainian National Association, the largest Ukrainian-American organization
Konstantin Sudzilovsky (Dr. N. Russell)	1850-1930	Ukrainian physician who served as first President of the Hawaiian Senate
General David Sarnoff		Byelorussian-American pioneer in television and founder of RCA
Andrzej Wajda		Polish film director
George Kistiakovsky		Ukrainian research chemist, famous for his contributions in science
Jack Palance		Ukrainian-American actor of stage and screen
Igor Sikorsky		Ukrainian-born Russian aeronautical engineer who formed the Sikorsky Aero Engineering Company
Pope John Paul II		Polish priest, philosopher, poet who has become the charismatic leader of the Catholic Church

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Audio-Visual Listings

FILMS

Czech Family Sunday Dinner: A Play in One Act. (Video Cassette) Czech Ethnic Heritage Studios, Kirkwood Community College, 1974. (grades 3-8)

Immigrant Experience, The. Learning Corporation of America, New York, N.Y.

Ivan Ivanovich: Life in a Russian Family. (16 mm. film, 29 min., sound, color) American Broadcasting Co. Released by McGraw-Hill Book Co., New York, 1968.

Soviet Union, The: Epic Land. (16 mm. film, 29 min., sound, color) Encyclopedia Britannica Educational Corp., Chicago, Ill., 1971.

Victory in Death. The Copernicus Society of America, Philadelphia, Pa.

Yugoslavia: The Lands and People. (16 mm. film, 14 min., sound, color) Coronet Instructional Film.

FILMSTRIPS

"Living in Poland Today." Rand McNally & Co., New York, N.Y.

"Pittsburgh Area, The: A Case Study." (1 filmstrip, 1 record) Society for Visual Education, 1971. (grades 4-6)

RECORDS

"Records from Poland." Orchard Lake Center for Polish Studies and Culture, Orchard Lake, Michigan.

"Soul of Poland, The." The Copernicus Society of America, Philadelphia, Pa.

AVAILABLE FROM OLMT*

Office of Library, Media and Telecommunications
131 Livingston Street
Brooklyn, New York 11201
596-5914

Immigrant Experience, The. (color-28 min.) (3 reels, H.S.) The problems and dreams of new immigrants to America are dramatized through this story of a turn-of-the-century Polish family, as seen through the eyes of Janek, the young boy in the family. As a footnote, there is an interview with Janek as he lives today.

Poland. (color-27 min.) (3 reels, H.S.) History of Poland in animation and rare documentary films introduce thorough analysis of present day Poland: industry, agriculture, urban and rural life.

*Films are available at a charge of $5.00 per reel to subscribers and non-subscribers.

Media Resources

PUBLICATIONS

The Polish Daily News . Mr. Bolesiaw Wierzbianski, President and Publisher, 21 East 38th Street, New York, N.Y. 10018; 212-354-0490,91,92. Polish-language newspaper with one article printed in English. Article is entitled "Today." Published for six days excluding Monday. Sunday edition "Tydzien Polski"

The Polish-American World.(English Language Newspaper) Mr. Thomas Poster, Founder. 30100 Grand Boulevard, Baldwin, N.Y. 11510. Newspaper is published every Friday. 516-223-6514. Subscription $6.00 per year.

Russian Daily. 243 West 56th Street, New York, N.Y. 10019

YU Magazine. Yugoslav Press and Cultural Center, 488 Madison Avenue, New York, N.Y. 10002 Monthly publication in Yugoslavian and English.

The Polish Review. (Quarterly) Associate Editor, Dr. Thomas E. Bird (Queens College of City University); Published by Polish Institute of Arts and Science, 59 E. 66th Street, New York, N.Y. 10021. (Vol.24 issue of The Review was dedicated to Pope John Paul II. It is written in Polish and English. It tells about the man and his work during the war; includes some of his poetry.)

Weteran. (Monthly) Polish-American Veteran's Association of America, 17 Irving Place, New York, N.Y. Mr. Z. Konikowski, Managing Editor, GR 5-5585. $5.00 per year subscription to non-members.(Polish language paper with some articles in English)

RADIO

The Two Edwards. Edward Kosowicz and Edward Witanowski, Station WPOW, 1330 AM; Monday-Friday, 6-7 P.M., 305 East 40th Street, New York, N.Y. 10016 Telephone: MU 7-8288; YU 6-1054. (Programs in Polish language)

The Voice of Polonia. (Polonia is the name for all Polish people living outside the boundaries of the motherland.) Mrs. Natalie Kecki; Station WHBI, 105.9 FM, Saturdays 3:30-4:30 P.M.; Sundays 11-11:30 A.M., 196 Kent Street, Brooklyn, N.Y. 11222. Phone: Evenings EV 3-3427.

Poland Sings Halina Kaminska. Station WHBI, 105.9 FM, Tuesdays 7:05-7:30 P.M.; Wednesday, 7-7:30 P.M., 80 Riverside Drive, New York, N.Y. Telephone: 799-8000.

Resources

Organization	Contact Persons	Address and Telephone	Comments
Byelorussian Community Center		401 Atlantic Ave., Brooklyn, N.Y. 11217 380-2036	
Czechoslovak Travel Bureau		10 East 40 St., N.Y.C. 10016	
East European and Slavic Studies	Dr. Harold Segel, Director	Columbia University, 116th and Broadway, N.Y.C. 10027	
Orchard Lake Center for Polish Studies and Culture		St. Mary's College, P.O. Box 5051 Orchard Lake, Mich. 48212	Book lists available
Polish American Center for Urban Affairs		1st Ave. and 9th S.., N.Y.C. 10003 473-6600	
Polish American Council for Civil Rights		58-41 207 St., Bayside, N.Y. 11364	
Polish American Teachers Association	Walter Kuskowski, President	Kosciuszko Foundation 15 East 65 St., N.Y.C. 10021 734-2130	
Polish Institute of Arts and Sciences	Dr. Felix Gross, Professor	Brooklyn College - CUNY Bedford Ave. & Ave. H Brooklyn, N.Y.	
Polish Teachers Association	Ms. Elizabeth Czajkowska, Vice President (Assistant Principal)	P.S. 110, Broome and Canon Sts., N.Y.C. 10002	
The Pulaski Association of Business and Professional Men	Ms. Helen Lesnik	263 Prospect Avenue Brooklyn, N.Y. 11215 821-7772	Co-sponsors essay competition open to all junior and seniors who attend New York City public high schools to commemorate the Two Hundredth Anniversary of the death of General Casimir Pulaski.
Russian Travel Bureau		20 East 46 St., N.Y.C. 10017	

St. Sergius High School	Archimandrite Anthony Grable, Principal	1190 Park Ave., N.Y.C. 10028 534-1964	The only accredited Russian-American secondary school in the United States is itself a center of Slavic culture. Fifty percent of its student population is Russian.
Shevchenko Society		302-4 West 13 St., N.Y.C. 10011 WA 9-7622	Ukrainian
Slavic American Culture Association Inc.	Dr. Vera Von Wiren-Garczynski, President Professor of Slavic Languages and Literature (CUNY)	633 Fifth Ave., N.Y.C. 10022	
Slavic Culture Week		City College - CUNY Convent Ave. and West 138 St. N.Y.C. 10031	
The Kosciuszko Foundation	Dr. Eugene Kusielewicz, President	15 East 65 St., N.Y.C. 10012 734-2130	Bookstore has extensive collection of books for sale.
The Polish American Dance Group	Stanley Pelc, President and Choreographer	40 Newell St., Brooklyn, N.Y. 11222	
The Ukrainian Museum		203 2nd Ave., N.Y.C. 10003	
Ukrainian Institute of America		2 East 79 St., N.Y.C. 10021 288-8660	
Ukrainian National Home		140 2nd Ave., N.Y.C. 10003 GR 3-5289	
Ukrainian National Women's League		108 2nd Ave., N.Y.C. 10003 533-4646	
Yugoslav Travel Agency		509 Madison Ave., N.Y.C. 10022	
Yugotours		350 Fifth Ave., N.Y.C. 10001	

Individuals

Dr. Leon T. Blaszczyk, Professor of Languages	New York University Washington Square, N.Y.C.	Professor of Languages
Thomas S. Straczynski		Chairperson, Education Committee, Slavic Culture Week Committee; Trustee of Polish American Museum Foundation (Port Washington, Nassau County); Chairman, Polish American Council for Civil Rights
Mrs. Dorothy Wieczerzak	Hawthorne Terrace (201) 461-4479	
Professor Joseph Wieczerzak	Bronx Community College, Bronx, N.Y.	

Puerto Rican Heritage and Culture Themes

In the history of Puerto Rico, what effects have the island's geographic position and natural resources had on its people, culture and economic progress?

What are the contributions of the Taino Indians to the culture of the Puerto Rican today?

What are some of the contributions of the Spanish to the life and culture of Puerto Rico?

What are some of the contributions of African peoples to the life and culture of Puerto Rico?

What are some special characteristics of Puerto Rican New Yorkers and what have been their contributions to the fabric of life in New York City?

What are some of the current major issues which confront Puerto Ricans on the island and in New York City?

How is the history of Puerto Rico reflected through its literature, art and music?

Background Information

Puerto Rican heritage has its roots in the fusion of three different cultures: Indian, Spanish and African. Although this fusion was a historical process which lasted several centuries, November 19, 1493 marks the beginning of this process. On this date Christopher Columbus arrived with 17 ships at the island called Borikén (later pronounced Borinquen) bringing the Taino and the Spanish cultures into contact. Some years later the Spaniards brought Africans to the island as slaves. Through many forms of interaction - sometimes friendly and oftentimes tense - the many aspects of culture, including language, religion, beliefs, traditions, music, art, agriculture and folklore, of each of these groups, merged and evolved into the unique culture of the Puerto Ricans.

Cultures are in constant flux, ever-growing, ever-changing. The most recent cultural influence on the heritage of Puerto Rico is the North American. After approximately 390 years as a colony of Spain, Puer Rico was ceded to the United States in 1 , as a result of the Spanish-American War. For the past 80 years the United States' presence on the island has influenced, to greater or lesser degree, every aspect of Puerto Rican culture. United States citizenship has facilitated migration to the mainland as well as return migration to the island, thus increasing further cultural interaction between the two societies.

In utilizing the suggested themes and activities in this unit, attention should be given to the contributions of all four strands of ethnicity. Puerto Rican culture would not be as we know it today if the process of interaction among all the groups had been different. Every effort should be made to utilize the vast body of literature and resource information available on the history and culture that Puerto Ricans share. The Audio-Visual Listings, as well as the Bibliography and Resources - list of organizations and agencies - will aid the teacher in providing the necessary background information and content information for carrying out the activities. We trust that the implementation of these activities will enrich the cultural exchange among classmates and engender a spirit of mutual respect and understanding.

Activities

MARKING PUERTO RICAN HERITAGE DAY

An assembly program presented by students and/or invited performers might include:

. Scenes written and presented by students about:

- an aspect of Puerto Rican development
- an historical event
- a dramatic moment in the life of an outstanding Puerto Rican
- experiences of Puerto Ricans in New York City

Songs and Dances

- typical Puerto Rican children's songs sung in English and Spanish (Many are universal wherever Spanish is spoken.)
- Seis, an authentic music and dance form popular among country people (Seis differ in their type of choreography -- (seis bombeao, seis zapateao, seis fajareño.)

- La Plena a song and dance form which tells about events, happenings, intrigues, gossip, politics
- The Bomba, a dance developed among the Africans who worked on the sugar plantations

. Choral recitation of selected Puerto Rican poems

. Stage backgrounds (perhaps prepared by art classes) using designs and motifs adopted from Taino, African and Spanish art.

Display of arts and crafts projects could include:

. paintings or doll models of Puerto Rican costumes through the centuries
. a bulletin board of drawings and paintings of historical figures with descriptions of their achievements
. a scroll of the names of outstanding contemporary Puerto Ricans (See list for suggestions.)
. illustrations of folktales from the three ethnic strands of Puerto Rican culture presented in story-book form with a series of mounted pictures accompanying a narrative.
. a story-telling room or corner where children tell folktales to small groups at set times
. a paper mural of the Puerto Rican Seal with each component explained.

In-Class Activities (SOCIAL STUDIES/LANGUAGE ARTS)

Have children dramatize a story read in class (such as "Dance of the Animals") from the collections by Pura Belpré. (See Bibliography).

Assign the reading of Puerto Rican folk-tales or legends. Ask students to interpret them and to point out some aspect of history or culture reflected by tales such as The Legend of Guanina, La Garita del Diablo or the legend of Carabalí.

The Legend of Carabalí is associated with a particular place, a large cavern in the mountains between Arecibo and Utuado called in English "The Dead Man's Cave." It is a common belief that at night the souls of run-away black slaves who sought refuge from the hounds of their white masters in the cave, and died there; they appear again before the living. The figure who has remained most vivid in the minds of those who have seen his ghost is Carabalí. Local legend says that he is still seen in the woods nearby running wildly along, brandishing his machete.

Assign the reading of a Palés Matos poem such as "Danza Negra" or "Majestad Negra" for choral reading. (See Bibliography.)

Help the students identify African elements: drumbeat-rhythm, theme, and use of African words.

Compile a class booklet of students' original poems and short stories based on personal impressions, dreams, thoughts, experiences related to coming to New York for the first time or visiting Puerto Rico for the first time. Include selected children's drawings and/or original photographs.

As a small group assignment develop a dramatization of an historical event studied previously. Examples are: El Grito de Lares (The Cry of Independence), the exchange of names between Ponce de León and Cacique Aqüeybaná.

Assign individual students to write letters to specific community agencies requesting information on the Puerto Rican community in New York City and the specific services that these agencies render. (See list of Resources.) As a group project, the students can form their own annotated guide to distribute throughout the school.

Have students study and trace the origins of Puerto Rican words inherited from Taino and African languages. Examples of African derivatives are guineo (banana), bemba (lip), bachata (party), mangotarse (to stoop). Examples of Taino words are batey (patio), bohío (hut), hamaca (hammock), and macana (a wooden club).

ART AND CRAFT ACTIVITIES

After showing pictures of Taino sculpture and pottery, have students adapt the designs or combine different designs in a pastel, crayon or paint creation.

Compare geometric designs on Puerto Rican artifacts with those of African and modern art.

As a small-group activity, create a Taino village in a box, using cardboard drawings, moulded or constructed three-dimensional figures. Write an accompanying explanation.

Create maracas from papier maché. Use a balloon, blown-up small, as a form on which to shape the wet layers of paper. Do not cover the bottom completely. When the paper is dry puncture the balloon and insert rice, pebbles, or beans. Insert a stick for a handle; apply more layers of paper, covering the handle to attach it firmly. Let dry and decorate with appropriate design. (As an exercise in sound discrimination, children can guess contents of a maraca from the sound.)

Using dixie mesh and wool yarn, have the students make a copy of the flag of the Commonwealth of Puerto Rico.

From photographs, sketch some of the architectural sights of Puerto Rico: for example, El Morro Fortress, San Cristobal Fortress, Porta Coeli, La Fortaleza Governor's residence, San José Church (San Juan). Write explanations of style of architecture and/or history.

Have students who are interested in photography work together to develop a photo essay of life in a Puerto Rican community, highlighting uniquely Puerto Rican aspects such a· botánicas, Spanish record shops.

RESEARCH, REPORTS, AND DISCUSSION TOPICS

Describe the lifestyle of the Taino people prior to the arrival of the Europeans: give detail to their political, social, economic and religious activities. (If done at elementary level correlate with model of Taino village.)

As a library or museum research activity, find pictures and information on the hieroglyphs, petroglyphs and other symbol pictures from several parts of the world. Have students show the materials or make sketches to accompany an oral report of the symbols.
- Taino caves in Utuado and Arecibo de Puerto Rico
- Altamira caves of Spain
- Lascaux caves of France
- Egyptian pyramids

Write or report orally on the biographies of outstanding Puerto Ricans.

Rafael Cordero, a freed slave, earned his living from a small tobacco shop. Born in 1790, he spent 58 years of his life teaching poor Puerto Rican children how to read and write, for which he received no pay. He died in 1868.

Lola Rodríguez de Tio was a poet who spent the greater part of her life working for Puerto Rican independence. She was an advocate for the union of three Caribbean islands - Puerto Rico, Cuba, and Santo Domingo. Her poetry was a significant force in this movement.

(See accompanying chart for the names of other outstanding Puerto Ricans.)

Record students' choices of research topics covering all aspects of a particular historical period, such as the early 1900's. Include foreign affairs, agriculture, music, fine arts, literature, political movements, social issues, etc. As a group project have students prepare a newspaper or magazine from the individual research projects.

Collect information and/or research the origins of festivals and celebrations such as Carnival, Fiesta of San Juan Bautista, Festival of Santiago Apóstol.

Help students prepare sample types of interview questions as preparations for interviewing relatives in relation to family migration patterns; period of arrival in the United States, number and order of arrival of family members, number of return visits, conditions encountered on arriving, etc. Have students exchange information in small groups. As a class project prepare a line graph showing the numbers and times of arrival through any ten-year period.

SOME OUTSTANDING PUERTO RICAN MEN AND WOMEN

José Compeche	1751-1809	First well-known Puerto Rican painter
Rafael Cordero	1790-1868	Shoemaker who ran free school for children in San Juan for fifty years
Alejandrina Benítez de Gautier	1819-1879	Poetess of eloquence and strength
Alejandro Tapia y Rivera	1826-1882	Novelist, poet, dramatist
Ramón Emeterio Betances	1827-1898	Doctor, abolitionist, independence movement leader
Francisco Oller	1833-1917	Internationally famous painter; work now hangs in Louvre; impressionist
Eugenio María de Hostos	1839-1903	Patriot, writer, publisher and educator; sought self-government for the island from President McKinley
Manuel Gregorio Tavárez	1843-1883	Composer and pianist of the Romantic era; father of popular Puerto Rican danza
Lola Rodríguez de Tío	1843-1924	Poet, leader in independence movement
Luis Palés Matos	1898-1959	Poet of Afro-Puerto Rican themes
Luis Muñoz Rivera	19th century	Won Charter of Autonomy from Spain
Felisa Rincón de Gautier	20th century	San Juan's Liberal Party leader (1932); mayor of San Juan in 1946
Enrique A. LaGuerre	20th century	Novelist; author of the Labyrinth
Luis Muñoz Marín	20th century	First elected governor of the Commonwealth (1952-1964)

SOME OUTSTANDING CONTEMPORARY PUERTO RICANS WHO HAVE MADE THEIR CONTRIBUTION IN THE UNITED STATES

Evelina Antonnetti	Community organizer and founder of United Bronx Parents
Herman Badillo	First Puerto Rican Congressman; former Deputy Mayor of New York
Miriam Colón	Actress, director and founder of Puerto Rican Traveling Theater
José Feliciano	Singer, entertainer
Robert García	New York State Assemblyman, Congressman
Hernán LaFontaine	Founder of the first bilingual school, P.S. 25 in the Bronx; first Executive Director of the Center for Bilingual Education; Superintendent of Schools, Hartford, Connecticut
Felipe Luciano	Newscaster, reporter
Rita Moreno	Actress, entertainer
María Ramírez	First Puerto Rican Deputy Commissioner, New York State Department of Education

Bibliography

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_____, History of Our Indians. Spain: Colección Estudios Puertorriqueños, 1969. (3-6)

_____, ed., tr. by Elizabeth Culbert. The Three Wishes: A Collection of Puerto Rican Folktales. New York: Harcourt Brace Jovanovich, 1969. (4-7)

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_____, Pérez and Martina. rev. ed. New York: Frederick Warne & Co., Inc., 1961. (1-4) Folktale of a cockroach and a mouse.

_____, Santiago. Frederick Warne & Co., Inc. 1969.

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Board of Education of the City of New York, Puerto Rico: Plays and Poems About Puerto Rico to be Used in Assembly Programs. October, 1974

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_____, Roberto Clemente: The Pride of Puerto Rico: Book Lab, Inc. Brooklyn, New York Reading exercises follow each section. (3-5)

_____, Puerto Rico: Long Ago. Book Lab, Inc. Brooklyn, New York 1979. Exercises follow each section to reinforce comprehension and other reading skills. (3-5)

_____, Felisa Rincón, Woman of the Americas, Book Lab, Inc. Brooklyn, New York. Reading exercises follow each section. (3-5)

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El Museo del Barrio, Borinquen Before Columbus. New York (1-6)

Fitzpatrick, Joseph P. Puerto Rican Americans. Englewood Cliffs, New Jersey: Prentice-Hall, 1971

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Media Resources

Latino New York (Spanish Language Supplement)
Village Voice
For information contact Mark Gates or
Judy Doren 741-0020
(Publication begins November 12)

Luisa A. Quintero
El Diario - La Prensa
181 Hudson Street
New York, New York

El Mundo Newspaper de Puerto Rico
41 East 42nd Street
New York, New York

Channel 41
250 Park Avenue
New York, New York

Channel 47
711 Fifth Avenue
New York, New York

Radio WADO
405 Lexington Avenue
New York, New York

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Audio-Visual Listings

FILMS

A Girl from Puerto Rico. (20 minutes). National Council of Public Relations, Dr. Ortiz. Media Loan Service, M. Bergman, OLMT.*

Ain't Gonna Eat My Mind. (16 mm. film, 34 minutes, sound, color). Problems faced by Puerto Ricans in New York examined. Carousel Films, 1973.

Harlem Crusader. (29 minutes). Spanish Harlem, E.E.F.

Island in America. (28 minutes, color). Compares conditions faced by Puerto Rican migrants today with those encountered by earlier immigrant groups.

Miguel: Up from Puerto Rico. (15 minutes, color). Story of a resourceful little boy who wants to buy a fish dinner for his father's birthday with a dollar given him by his mother. Learning Corporation of America, 711 5th Avenue, New York, N.Y. 10022.

Nenen de la Ruta Mora. (16 mm. color, 23 minutes). Narration in Spanish. Captures the excitement of a children's festival in Puerto Rico. Quality Film Laboratories, 619 West 54 Street, New York 10019.

Nine Artists of Puerto Rico. (16 minutes, color). Living artists, narrated by Jose Ferrer. Byron Motion Pictures.

Puerto Rico and the Virgin Islands. (11 minutes, black and white). A geographic, historical and cultural survey. Coronet Films, 65 East South Water Street, Chicago, Illinois 60601.

*Films are available at a charge of $5.00 per reel to subscribers and non-subscribers.

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Santiago's Ark. (47 minutes, 16 mm, color). Shows the determination of a Puerto Rican boy who decides to build a boat on the roof of his apartment house. Carousel Films.

Visit to Puerto Rico. (17 minutes, color). Shows Puerto Rico's location, population, social heritage, geography, topography, chief crops, and farming methods. International Film Bureau, Inc., 332 South Michigan Avenue, Chicago, Illinois 60604.

FILMS AVAILABLE FROM OLMT* (Office of Library Media and Telecommunications, 131 Livingston St. Brooklyn 11201. 596-5914)

Puerto Ricans: Homeland. (color-9 min.) (1 reel, Int.) Surveys various physical and economic aspects of Puerto Rico. Designed to develop appreciation of its rich historical and cultural traditions. Includes Puerto Rican folk music.

Puerto Ricans: Migration. (color-9 min.) (1 reel, Int.) Explains large-scale migration of Puerto Ricans to urban mainland communities.

Puerto Rico: Operation Bootstrap. (color-18 min.) (2 reels, Int.) Illustrates the government project carried on to attract new industry to the island.

FILMSTRIPS

"Batistas Buy a Store." 1 filmstrip, 1 record, 1 teacher's guide.
Shows the problems of language and cultural conflict experienced by a Puerto Rican family who have come to the mainland to seek a better way of life and improved economic conditions. Encyclopaedia Britannica Educational Corp., 1971. (3-6)

"Chiquitin and the Devil: A Puerto Rican Folktale." 1 filmstrip, 1 record or cassette, teacher's guide. A Puerto Rican folktale in which a little boy saves his family from hunger and starvation by out-tricking the devil. Narrated by Rita Moreno. New York Guidance Association, 1973.- (3-6)

"El Barrio: The Puerto Rican." 1 filmstrip, 1 cassette.
A filmstrip from the Accent on Ethnic America series, accompanied by a teacher's guide. Covers Puerto Rican history, experience, and contributions on the United States mainland. Multi-Media Productions, Inc., 1972. (5-9)

"I Am a Puerto Rican." 1 filmstrip, 1 record.
The problems, adjustments, and daily routines of a Puerto Rican schoolchild in New York City are compared to those of a child in his native Puerto Rico. Emphasis is on language differences and the desire to be accepted in America and still retain identification with the Puerto Rican cultural heritage. Scott Education Division, 1970. (4-9)

"Jose, Puerto Rican Boy." Color filmstrip with a record.
Part of the set showing activities and problems of inner city children from varying backgrounds. It shows family relationships, school experience, and ethnic customs. Hubbard Scientific Co., Box 105, North Brook, Illinois 60062.

"Minorities Have Made America Great, Part II of the Puerto Ricans." Color. Record and teacher's guide attached.
Part one describes problems Puerto Ricans face in adjusting to life on the mainland: compared with those of earlier immigrant groups; impact upon Puerto Rican youngsters. Part two shows how organized attempts are being made to cope with these problems. Warren Schloat Productions, Pleasantville, New York 10570.

"The Puerto Rican in New York City." 20 minutes
New York City Commission on Human Rights.

"The Puerto Ricans." Color
Tells how the Puerto Rican brings his culture to the big cities on the mainland. Motivation Films, 420 East 51st Street, New York, N.Y. 10022

"Puerto Rico: History and Culture." Color
Two sound filmstrips survey history from the 15th century to the present time. Urban Media Materials, Inc., 212 Mineola Ave., Roslyn Heights, N.Y. 11577.

RECORDINGS

Folk Songs and Dances from Puerto Rico.
Dr. William S. Marlens taped these songs and dances in Puerto Rican streets, hills and homes. Folkways, Scholastic Records, 906 Sylvan Avenue, Englewood Cliffs, N.J. 07632.

Latin American Children's Game Songs.
Children singing in the town of Loiza Aldea. Includes Arroz con Leche and San Serení.
Asch Records (Folkways), 906 Sylvan Avenue, Englewood Cliffs, N.J. 07632.

Latin American Children's Game Songs.
Yurchenco, Henrietta. Nine of the game songs sung by the children were recorded in Mexico, eleven recorded in Puerto Rico. Includes "Patty Cake" and "London Bridge" in Spanish and a brochure with English translations. Folkways Record. (all ages)

Nueva York: Documentary of Puerto Rican New Yorkers. Folkways and Scholastic Records.

Pérez and Martina. Traditional folktale told by New York librarian storyteller in English and Spanish. Listening Library, 1 Park Avenue, Old Greenwich, Conn. 06870.

SPANISH LANGUAGE RECORDINGS

JUEGOS Y RONDAS INFANTILES includes all-time children's favorites such as Arroz con Leche, El Verde Limón, La Mar Estaba Serena and others. Son Art.

CUANDO CANTAN LOS NIÑOS includes Ambos a Dos, Naranja Dulce, La Marcha de las Letras, La Pájara Pinta and others. Velvet Records.

RIN RAN, LAS CANCIONES DE SAN JUAN includes Matarile, Mambrú, A La Limón, Qué Llueva, others. Nomar Records.

EL ARTE DE MARTA CUADRADO. Samples of seis fajardeño, seis caguëño, seis con décimas, mapeye. Instituto de Cultura.

ANDANDO LA TIERRA MIA. Tony Croatto sings of beauty and nature including Cucubano, El Coqui, Los Carreteros, Julia de Burgos, others. 1978 Disco Sun, Velvet Records.

ANTOLOGIA DE LA DANZA PUERTORRIQUEÑA. Juan Morel Campos compositions played by Jesus Maria Sanroma, Instituto de Cultura.

LA FAMILIA DEL CUATRO PUERTORRIQUEÑO. Simple folk music styles such as danzón, vals, pasillo, guaracha, marumba. Instituto de Cultura.

PAQUITO LÓPEZ CRUZ Y SU CONJUNTO TIPICO. Dances such as marumba, guaracho, controversia, polca, baquine, bomba, plena. Instituto de Cultura, Adrian Associates.

MARCO ANTONIO MUNIZ INTERPRETA A PEDRO FLORES, 1971, RCA Caytronics.

EL ARTE DE RAMITO. Samples of folk styles such as marianda, seis con decimas, aguinaldo, mapeye, seis fajardeno. Instituto de Cultura.

DANIEL SANTOS Y SUS JIBARITOS EN CONCIERTO DE NAVIDAD includes Dicen Los Pastores; Hermoso Bouquet; Saludos, Saludos; Alegre Vengo; De La Montaña Venimos. Fragoso Stereo.

CANCION FESTIVA PARA SER LLORADA and TAMBORES. Pales Matos poems recited. Wilmar Records.

Poetry recited: Luis Llorens Torres - El Patito Feo, Chefa, Parió La Luna; Julia De Burgos - Campo; Luis Palés Matos - Lagarto Verde, Puerta al Tiempo en Tres Voces; José de Diego - Sueños y Volantines; Luis Muñoz Rivera - Parenthesis; others. Instituto de Cultura.

Records from El Instituto de Cultura are available for purchase at Batey Bilingual Media, 80 Fifth Avenue, New York, N. Y.

POSTERS

"Distinguished Puerto Ricans and Historical Monuments." 25 14 x 19 inch study prints. Puerto Rican Americans who have made outstanding contributions or have become well-known in American history are pictured here; biographical sketches are presented in either English or Spanish. Urban Media. 212 Mineola Avenue, Roslyn Heights, N.Y. 1157

Resources

Organization	Contact Persons	Address and Telephone
Aquila Branch New York Public Library		174 East 110th St., N.Y.C. 534 2930
ASPIRA OF AMERICA		245 Fifth Avenue, N.Y.C. 638 6054
ASPIRA OF NEW YORK INCORPORATED		296 Fifth Avenue, N.Y.C. 10001 244-1110
Bilingual Training Resource Center	Center for Bilingual Education Carmen L. Velkas, Regional Director	131 Livingston Street Brooklyn, N.Y. 11201 858 5505
Cayman Gallery		381 West Broadway, N.Y.C.
Children's Music Center, Inc.		5373 W. Pico Boulevard, Los Angeles, Calif. 90019
CREO - (Creating Resources for Education Opportunities)		185 East 116th St., N.Y.C. 348 8765
Department of Education in Puerto Rico		Hato Rey, Puerto Rico
Economic Development Administration		555 5th Ave., N.Y.C. Ci 5 1200
Hispanic Research League		158 East 116th St., N.Y.C. 792 7379
Institute of Puerto Rico		GPO Box 631, N.Y.C. Te 8 2930

The Metropolitan Museum of Art		Fifth Avenue at 82nd St., N.Y.C. 10028 879 5000, Ext. 440/425	Comments
Migration Division Puerto Rican Department of Labor		304 Park Ave. South New York, N.Y. 10010 260-3000	
El Museo del Barrio	Jack Agueros, Director Winifred Ruiz or Vera Yates, Contacts	1230 Fifth Ave., N.Y.C. 831 7272	Tours of the museum must be arranged at least 3 weeks in advance. Reservations are now being taken for the Christmas show. Traveling kits will be available early 1980. Posters and Poster sets are available from $1 to $5.
Museum of Natural History		77th Street and Central Park West, N.Y.C. 873 1300	
National Puerto Rican Forum		214 Mercer St., N.Y.C. 533 0100	
Off-Off Broadway Guide Theatre Development Fund Calendar	Ms. Susan Kennedy, Publications Editor	1501 Broadway, N.Y.C. 10036 221 0885	TDF Calendar is available to purchasers of vouchers ($7.50 for 5). Gives all data for Spanish-language theatres in N.Y.C.
Office of the Commonwealth of Puerto Rico		322 West 45th St., N.Y.C. 10036	
Office of the Commonwealth of Puerto Rico		322 West 45th St., N.Y.C. 10036 541 9680	
Office of Fomento in New York		666 Fifth Ave., N.Y.C. 10019	
Office of Turismo in New York		666 Fifth Ave., N.Y.C. 10019	
PRACA - (Puerto Rican Association for Community Affairs		1432 Lexington Ave., N.Y.C. 369 3825	
Puerto Rican Community Development Project, Inc.		210 West 50th St., N.Y.C. 10019 765 9800	

Puerto Rican Educational and Cultural Center	1712 Pitkin Ave., Brooklyn, N.Y. 498 9880
Puerto Rican Educators Association	1230 Fifth Avenue New York, N. Y.
Puerto Rican Family Institute, Inc.	116 West 14th St., N.Y.C. 10011 924 6320
Puerto Rican Forum	341 East 149th St., Bronx, N.Y. 10451 292 9560
Puerto Rican Guidance Center	1616 Amsterdam Ave., N.Y.C. 10031 690 3908
Puerto Rican Heritage Museum, Community District 12	708 E. Tremont Ave., N.Y.C. 10457 299 8000
Puerto Rican Institute for Media Advocacy	1230 Fifth Ave., Rm. 462 N.Y.C.
Puerto Rican Legal Defense and Education Fund	95 Madison Ave., N.Y.C.
The Puerto Rican Research and Resources Center	1519 Connecticut Avenue, N.W. Washington, D.C. 20036
Spanish Book Corporation of America	610 Fifth Ave., N.Y.C. 10026
United Bronx Parents	791 Prospect Ave., Bronx, N.Y. 10454 842 1484

Japanese Heritage and Culture Themes

What are some of the customs and folkways of traditional Japan?

What has been the pattern of Japanese emigration and settlement in the United States?

What special discrimination did Japanese-Americans face during World War II?

How have Japanese communities developed in New York City?

How have Japanese-Americans contributed to our nation?

What are some achievements of outstanding Japanese-Americans?

Background Information

Japan, now considered one of the world's most important industrial powers, had cut itself off from all international contact between the 17th and the 19th centuries.The four main islands of the archipelago of Japan are covered with mountainous areas and volcanoes. That its dense population has been supported by the fruits of this uncooperative soil is a tribute to the hard work and ingenuity of the men and women who have called themselves Japanese for more than 2500 years.

Japanese culture expresses the characteristics of a sensitive, ingenious people who have learned to make art and beauty out of adversity. The beautiful, terraced hillsides and lakes which yield ample quantities of fish and rice, the modular houses and furniture which can be easily reconstructed in case of storm, the exquisite bonsai trees cultivated because there was no room for large trees -- these are only a few examples of the Japanese love of order and beauty, growing out of usefulness.

Ever since the early fifth century when the Japanese were first introduced to the Chinese picture-writing system and to Buddhism, their culture and philosophy of life have been heavily influenced by Buddhist concepts. A major tenet has always been the concern of the community with the conduct of its members, since individual conduct affects many besides the doer.

Japan's first contact with the western world came in 1552 when a Portugese navigator was blown off his course. However, fearing

foreign intervention in their country's way of life, the Japanese banned outsiders from 1638 until Admiral Perry's arrival in 1854.

Building quickly on European and American models in technology, business, government, and education, Japan transformed itself into a modern industrialized nation within 50 years. Many Japanese emigrated, settling in Hawaii. Others came to the United States mainland, locating first in California and then in other areas. Agriculture was one of the main occupations of these immigrants.

During World War II, when Japan was in armed conflict with the United States, over 110,000 Japanese-Americans in the continental United States were placed in detention camps. During the same period over 10,000 Japanese-American men were inducted or enlisted in the American Regimental Combat Team, an all-Japanese unit which fought in Europe and was the most decorated unit in U.S. Army history.

After the war, readjustment was especially difficult for all Japanese-Americans. Today there are large Japanese-American communities in Hawaii and California. In New York City Japanese-Americans live in all boroughs and there is a growing Japanese neighborhood in Queens.

Japanese Heritage and Culture Week is a wonderful opportunity to explore Japanese literature, which is one of the oldest and richest in the world, Japanese theatre (Noh, Bunraku or puppet, and Kabuki), and Japanese art (hand scrolls, prints, and frescoes) as well as Japanese-American history.

Activities

Planning A Special Program

Suggestions for an assembly program include:

- Performance of student-created scenes

  a Japanese-American family welcoming a cousin new to America in 1890

  a Japanese-American family welcoming a relative new to America today

- Recorded musical selection to accompany a slide show of Japan

- Choral reading of haiku poetry by famous poets such as Basho and Issa

- Demonstration by a student or guest of the martial art of akido, in which force is met by giving way

- Recitation of student-written haiku poetry; presentation of awards to contest winners

Special Exhibits

- A booth where students illustrate and give instruction in origami
- A demonstration of ikebana using paper flowers and illustrating the three-line principle of flower arranging: earth, man, and heaven lines forming a design triangle in Japanese style
- Showing of a feature Japanese film (See audio-visual aids.)
- Art display of student water colors done in Japanese style

In-Class Activities

COMMUNICATION ARTS

Improvise a scene of a family preparing to depart for an internment camp during World War II; or the return of a Japanese-American soldier at the end of the war.

Interview Japanese-Americans as to the differences they see among Issei (first-generation Japanese immigrants, and Nisei (second-generation).

Write a diary entry for a Japanese railroad worker in the 1880s; a worker in a salmon cannery in Alaska in the 1880s; and for a young Japanese woman who was coming to America for an arranged marriage -- one of the many "picture brides" of that period.

Show pictures of Kabuki, Japanese classical theater. Discuss the differences between western theater and Kabuki.

Write haiku poetry.

- A haiku poem has seventeen syllables, usually arranged 5-7,5

  Since there is no rice --
  Let us arrange these
  Flowers
  For a lovely bowl
  Basho

Set up rules for a poetry contest, as was done yearly in Japan in the seventh century.

Greet one another as parents and children do in Japan.

Hello, I've come back	tadaima
Goodbye, I'm going	ittemairmasu
Go	itteirasshai
Welcome your return	okaeri

Practice these common phrases in Japanese:

please	doozo
thank you	arigato gozaimasu
good day	konnichi wa
one moment please	chotto matte kudasai
good-bye	sayonara

SOCIAL STUDIES

Make cardboard cutouts of the home island of Japan. Use as jigsaw puzzle pieces or layout on bulletin board.

Make a map showing the landforms and the main islands of Japan. You may show this in relief, using clay or playdought. Written descriptions of the landforms should be included in some way.

Discuss the rituals and their meanings in chanoyu, the Japanese tea ceremony.

Collect pictures of temples, pagodas, shrines, and statues of Buddha. Make a collection of pictures of American places of worship. Mount them on a bulletin board for comparison.

Make a survey in your local stores and list as many Japanese products as you can find.

ARTS AND CRAFTS

Visit museums to view Japanese art.

Visit the bonzai exhibit at the Brooklyn Botanical Garden.

Carve netsukes - miniature ornaments for a sash or belt - from soap; or shape them of papier-mâché, playdough, or clay.

Paint your own variations of fabric designs and embroidery motifs from Japanese costumes.

Form a miniature pebble garden in the style of Japanese meditation gardens. (A visit to the Brooklyn Botanical Gardens can illustrate this art form.)

Sketch costumes from various historical periods.

Prepare a scrapbook or collage of materials on Japan that could be used to promote tourism.

Make a collage of pictures showing Japanese in traditional and western dress.

Look at puppets (Bunraku). Create your own.

MUSIC

Play gagaku, classical Japanese music. Compare and contrast the instruments and rhythms with American music.

RESEARCH, REPORTS, AND DISCUSSION TOPICS

Compare the effects of Buddhism on Japanese culture with the effects of Christianity on Western civilization.

Compare court behavior in the Japanese Imperial Court of the eleventh century with that of Louis XVI in the Court of Versailles in the eighteenth century.

TOPICS FOR RESEARCH, REPORTS, AND DISCUSSION (Cont.)

Research the origin of the "shogun" form of rule which began in twelfth-century Japan.

Make a report on the recently published novel Shogun.

Compare the Bushido (The Way of the Warrior) concept with the code of chivalry in the Europe of the Middle Ages.

Describe the food, homes, clothing, and ways of earning a living of a typical Japanese family in the cities and/or in the countryside. Illustrations, written work, and samples of each may be included.

Construct or illustrate the types of transportation used in modern Japan. Written work should be included describing the history and uses of each form of transportation (e.g., hydrofoil, bullet train).

Research and report on the internment of the Japanese during World War II.*

Write a short essay on the differences between the Noh plays and the Kabuki theater forms.

*See The Japanese American Incarceration: A Case for Redress, in bibliography which follows.

SOME OUTSTANDING MEN AND WOMEN IN JAPANESE HISTORY

Matsuo Basho	1644-1694	Japanese poet who developed and popularized the three-line haiku poem.
Chikamatsu Monzaemon	1653-1725	Popular playwright of the 18th century, writing mainly for puppet theater.
Emperor Meiji (Matsuhito)	19th century	The greatest of the Japanese emperors; restored the imperial power in 1867.
Emperor Shomu	8th century	Famous Tadaiji Temple built during his reign; largest wooden building in the world under one roof; it houses a 45-foot Buddha, the largest bronze statue in the world (752 A.D.).
Prince Imperial Shotoku	7th century	Notable philosopher and patron of the arts; established Buddhism and propagated Chinese culture (600 A.D.)
Shikibu Murasaki	978-1026	Diarist and novelist; best known for her immense novel, The Tale of Genji, considered to be the oldest full novel in the world.
Shigeru Yoshida	20th century	Prime minister who led Japan out of the occupation era and into the era of independent constitutional government.
Leo Esaki	1925-	Physicist; winner of Nobel Peace Prize, 1973.
Akira Kurosawa		Director of Japanese films; noted for Rashomon.
Yukio Mishima	1925-1970	Japanese author.
Eisaku Sato	20th century	Nobel Peace Prize, 1974. Japanese political figure noted for normalizing relations with South Korea

SOME OUTSTANDING JAPANESE-AMERICANS

Samuel I. Hayakawa	1906-	Linguist, author, former President of San Francisco State College (1969-1973).
Daniel K. Inouye	1924-	Senator from Hawaii.
Patsy Mink (Takemoto)	1927	Congresswoman from Hawaii.
Hanae Mori	20th century	Fashion designer; New York, Paris, Tokyo.
Yoko Morishita	20th century	Dancer; American Ballet Theater.
Isami Noguchi	1904-	Sculptor; constructor of many open-air sculptures.
Seiji Ozawa	1935-	Japanese-born music director; now conductor of the Boston Symphony Orchestra.
Jack Soo (Goro Suzuki)		Actor (recently deceased); television and film (most recently, Barney Miller).
Minoru Yamasaki	1912-	Seattle-born architect; chief designer of World Trade Center in New York City.
Yuriko	20th century	World-famous dancer in the Martha Graham Dance Company.
Toshio Sakai	20th century	Photography; received Pulitzer Award, feature photography, 1968.

Bibliography

TEACHER'S REFERENCES

Daniels, Roger. The Decision to Relocate the Japanese Americans. Philadelphia: J.B. Lippincott Co., 1975.

Fersh, Seymour. Asia: Teaching About/Learning From. New York: Teachers College Press, 1978.

Fukida, K. and Kashima, T. A Guide for Teaching and Understanding the History and Culture of Japanese Americans. San Diego, Calif.: San Diego Unified School District, 1972.

Japanese American Curriculum Project. Japanese Americans: The Untold Story. New York: Holt, Rinehart & Winston, Inc., 1971. (3-6)

Kitano, Harry H.L. Japanese Americans: The Evolution of a Subculture. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976.

Advisory Council to Ethnic Heritage Project of Japanese American Citizens League. The Experience of Japanese Americans in the United States. San Francisco, Calif.:

The National Committee for Redress, Japanese American Citizens League. The Japanese American Incarceration: A Case for Redress. San Francisco, Calif.: June, 1978.

ELEMENTARY SCHOOLS

Christopher, Matt. Shortstop from Tokyo. Boston, Mass.: Little, Brown & Co., 1970.

Goodsell, Jane. Daniel Inouye. New York: Thomas Y. Crowell Co., 1977.

Haugaard, Kay. Myeko's Gift. New York: Abelard-Schuman Ltd., 1966. (3-7)

Hawkinson, Lucy Ozone. Dance, Dance Amy-Chan! Chicago, Ill.: Albert Whitman & Co., 1964. (K-3)

Mishima, Yukio. Runaway Horses. New York. Alfred Knopf, 1973

Mizumura, Kazue. If I Were a Cricket. New York: Thomas Y. Crowell Co., 1973. (K-3)

Samuel, Yoshiko. Twelve Years, Twelve Animals. Nashville, Tenn.: Abingdon Press, 1972. (K-3)

Tobias, Tobi. Isamu Noguchi, the Life of a Sculptor. New York: Thomas Y. Crowell Co., 1974.

Uchida, Yoshiko. The Birthday Visitor. New York: Charles Scribner's Sons, 1975.

_____ The Dancing Kettle and Other Folk Tales. New York: Harcourt Brace Jovanovich, Inc., 1949.

_____ The Rooster Who Understood Japanese. New York: Charles Scribner's Sons, 1976.

_____ Samurai of Gold Hill. New York: Charles Scribner's Sons, 1972.

Yashima, Taro. Umbrella. New York: Viking Press, Inc., 1958.

Yashima, Taro and Mitsu. Momo's Kitten. New York: Viking Press, Inc., 1961.

Yep, Laurence. Child of the Owl. New York: Harper and Row Pubs., Inc., 1977.

SECONDARY SCHOOLS

Bosworth, Allan R. America's Concentration Camps. New York: W.W. Norton & Co., Inc., 1967. (9-12)

Cavanna Betty. Jenny Kimura. New York: William Morrow & Co., 1964.

Daniels, Roger. Concentration Camps U.S.A.: Japanese Americans and World War II. New York: Holt, Rinehart & Winston, Inc., 1972. (9-12)

Dowdell, Dorothy and Joseph. The Japanese Helped Build America. New York: Julian Messner, Inc., 1970. (4-8)

Egami, Tom. Rice Recipes From Around the World. New York: Harper and Row Pubs., Inc., 1970. (6 up)

Fukei, Budd. The Japanese American Story. Minneapolis, Minn.: Dillon Press, Inc., 1976.

Hosokawa, Bill. Nisei: The Quiet Americans. New York: William Morrow & Co., Inc., 1969. (7-12)

Ichihashi, Yamato. Japanese in the United States. New York: Arno Press, 1969. (9-12)

Inouye, Daniel. Journey to Washington. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1967. (6-10)

Irwin, Wallace. Letters of a Japanese Schoolboy. Boston: Gregg Press, Inc., 1969. (9-12)

Kitagawa, Daisuke. Issei & Nisei: The Internment Years. New York: Seabury Press, Inc., 1967. (9-12)

Leathers, Noel L. Japanese in America. Minneapolis, Minn.: Lerner Publications, 1967.

Masako, Herman. The Japanese in America. New York: Oceana Pubns., 1974. (7-12)

Ogawa, Dennis. From Japs to Japanese: The Evolution of Japanese American Stereotypes. Berkeley, Calif.: McCutchan Publishing Co., 1971. (9-12)

Okada, John. No-No Boy. Rutland, Vt.: Charles E. Tuttle, Co., Inc., 1957. (7-12)

Petersen, William. Japanese Americans. New York: Random House, Inc., 1971.

Sone, Monica. Nisei Daughter. Boston: Atlantic Monthly Press, 1953.

Sugimoto, E.I. A Daughter of the Samurai. Rutland, Vt.: Charles E. Tuttle Co., Inc., 1966.

GENERAL

Berger, Donald Paul. Folk Songs of Japanese Children. Rutland, Vt.: Charles E. Tuttle Co., Inc., 1969.

Horrer, Deborah R. Masks of the World to Cut Out and Wear. New York: Charles Scribner's Sons, 1977.

Sakade, Florence. Origami: Japanese Paper Folding. Rutland, Vt.: Charles E. Tuttle Co., Inc., 1967.

Sarassas, Claude. The ABC's of Origami: Paper Folding for Children. Rutland, Vt.: Charles E. Tuttle Co., Inc., 1967.

Sasaki, Jeannie and Frances Uyeda. ChoCho Is for Butterfly: A Japanese English Primer. Seattle, Wash.: Uyeda Sasaki Art, 1975.

Audio-Visual Listings

FILMS

Cane Camp. (16 mm. film, 20 min., color) Describes the Japanese immigrants who came to work in the sugar cane industry in Hawaii during 19th century. William J. Sollner, Solfilm International, 1972. (5-12)

Fence at Minidoka. (16 mm. film, 30 min.) World War II camp at Minidoka, Idaho is visited by a third generation Japanese American TV reporter. Film available through the Public Affairs Manager KOMO TV, 100 Fourth Avenue North, Seattle, Washington 98109. The film is loaned free plus cost of postage. (4-12)

Guilty by Reason of Race. (16 mm. film, 51 min., color) NBC Educational Enterprises, 1972. (6-12)

RECORDS

"Japanese Folk and Fairy Tales." (Record or cassette) CMS, 1967. (4-8)

"Traditional Folk Dances of Japan." (1 record) Folkways, 1952. (5-9)

AVAILABLE FROM OLMT*

Office of Library, Media and Telecommunications
131 Livingston Street
Brooklyn, New York 11201
596-5914

Boy of Japan: Ito and His Kite. (color-11 min.) (1 reel, Elem.) Through the simple story of a Japanese boy and his kite, we are introduced to the people, customs and land of Japan.

Discovering Music of Japan. (color-22 min.) (2 reels, Int., H.S.) Japanese music, like western music, has a long tradition and many famous composers. In a beautiful tea-house setting, the three major Japanese instruments (the koto, samisen and shakuhachi) are shown.

Dragon's Tears, The. (color-6 min.) (1 reel, Elem.) Based on a story by Hirosuke Hamada, the contemporary Japanese writer of children's stories, this animated film tells of a terrifying dragon who is softened by a little boy.

Dragon Stew. (color-13 min.) (2 reels, Elem., Int.) A funny animated fantasy about a recipe contest with a surprise ending.

*Films are available at a charge of $5.00 per reel to subscribers and non-subscribers.

Japanese-American, The. (color-30 min.) (Int., H.S.) Commodore Perry's mission ended 200 years of Japan's self-isolation. Many Japanese sailed to Hawaii and the West Coast of the U.S. The film traces the experiences of these new Americans. As they became successful, white labor groups agitated against them, resulting in the Exclusion Act barring all Asiatics from the U.S. Relations between the two countries deteriorated, climaxed by the attack on Pearl Harbor. Japanese-Americans were classified as "alien enemies" and shipped to relocation camps. Yet, thousands of Nisei (second-generation Japanese-Americans) proved their loyalty by serving in the armed forces. After 1952, Orientals could apply for citizenship and today Japanese-Americans have achieved distinction in many fields.

Japanese Folk Dance. (color-25 min.) (3 reels, H.S.) Presents some excerpts and some complete dances culled from the rich folklore heritage of Japan. Some of these dances can be seen only on rare occasions even in Japan, since they are performed at certain festivals in certain regions. The film includes, among others, a mask dance, a drum dance and a battle dance.

Jenny. (color-19 min.) (2 reels, Elem., Int.) Shows how one Japanese-American family has been able to blend aspects of its cultural heritage with the American way of life.

Moonbeam Princess. (color-19 min.) (2 reels, Elem.) Japanese fairy tale of the little princess sent to earth on a moonbeam. Animated.

Tara, The Stone Cutter. (color-8 min.) (1 reel, Elem.) 14th century Japanese folk tale, as thought-provoking today as originally. Animation based on authentic Japanese prints of Utamaro.

Media Resources

PUBLICATIONS

New York Nichibei. Japanese-American weekly newspaper. 27 Park Place, New York, N.Y. 10007. (Mr. Yasumai Tome) 964-3461.

OCS News. Japanese language newspaper, published biweekly. 27-08 42nd Road, Long Island City 11101. 392-2070.

RADIO

WHBI-FJ. Japanese language program broadcast Monday, Wednesday, Friday at 10:30 P.M. One-half hour of talk, entertainment, comedy, etc., primarily in the Japanese language.

TELEVISION

Nippon TV. UHF

Resources

Organization	Contact Persons	Address and Telephone	Comments
Asia House	Dr. Timothy Plummer, Program Associate, Education Department	112 East 64th Street NYC 10022 751-3210	
Azuma Gallery	Mr. Norio Azuma	142 Greene St., N.Y.C. 10012 925-1381	
Bank of Tokyo	Mr. Takai Matsuda, Public Relations	100 Broadway, N.Y.C. 10005 766-3461	
Bonsai Collection	Ms. Estelle Gerard Public Relations	Brooklyn Botanic Gardens 1000 Washington Ave., Brooklyn, N.Y. 11225 622-4433	Hours are 10:00 a.m. to 4:00 p.m., Tuesday through Thursday. Collection is in the Green House.
Consulate General of Japan		Japanese Information Service 153 East 53 St., N.Y.C. 10022 44th floor 986-160	
Japanese American Association of New York, Inc.	Mr. George Shimamoto	7 West 44 St., N.Y.C. 10036 840-6942	
Japanese American Citizens League	Ms. Ruby Hoshino Schaar	50 West 67 St., N.Y.C. 724-5323	National volunteer organization of Japanese-Americans, with offices in major cities, dedicated to human and civil rights. Membership of 30,000 in 103 chapters, established originally as educational organization for children of Japanese immigrants. Pamphlets and information available on request. (See Bibliography, Teacher's Reference.)
Japan National Tourist Organization	Ms. Etsuko Penner	45 Rockefeller Plaza, N.Y.C. 10020 757-5640	
Japan Society	Mr. Peter Grilli	333 East 47 St., N.Y.C.	American run organization geared to high school students and up only. Films on Shinto and Japanese families are available.
Nippon Museum	Ms. Mari Hirooka, Director Ms. Barbara Smith, Curator	116 East 38 St., N.Y.C. 10016	Workshops held at museum. Special programs involving handicapped children's art work. Visits to schools can be arranged to introduce Japanese art and traditional crafts such as, kite making, blockings, printing, calligraphy, etc.
Office of Curriculum Development and Support Art Unit	Ms. Grace George Alexander Greene	Board of Education 131 Livingston St., Brooklyn, N.Y. 11201 596-6273	
Oriental Galleries		The Brooklyn Museum 188 Eastern Parkway Brooklyn, N.Y. 11238 638-5000 Ext. 255	Call the Education Department, 638-5000, Ext. 221, on Mondays and Tuesdays for information on school tours.
United States-Japan Trade Council	Mr. Allen Saylor	1000 Connecticut Ave., Washington, D.C. 20036	

Black Heritage and Culture Themes

Why were Gao, Walata, Timbuktu and Nenne considered Intellectual Centers for Asia and Europe?

How has the migration of Blacks from all parts of the world to Harlem contributed to Harlem's image as the "Capital of the Black World"?

What are significant individual achievements and cultural contributions of Black Americans in science and art, education, civil rights, labor and international issues?

How is the history of Black people reflected in music: Spirituals, Blues, Jazz, Gospel?

What has been the history of Black institutional growth; the role of the Black Church in the struggle for the education of Black youth?

How does Black literature reveal the Black experience in Africa, in the Caribbean and in America: its uniqueness and universality?

What are major issues facing Black Americans in today's world?

Background Information

From the very beginning of the European discovery of the New World, Black men traveled with the explorers in the search of new regions. One such Black man was Estevanico who came with the Spaniards and then explored the area known today as New Mexico and Arizona. Other Blacks came with Balboa, Cortes, and Pizarro.

In 1619, a Dutch man-of-war arrived at Jamestown, Virginia with twenty Africans taken from a Spanish ship. The Africans were left in Jamestown, and like many whites in the colony, become indentured servants. After a term of service, they too became free. However, as the importation of slaves increased fewer Black servants were given freedom at the end of their term of indenture.

By 1660 slavery was established in Virginia. Soon the institution spread to other colonies in both the South and North. Although an increasing number of Africans were forced to become slaves, many were fortunate to secure their freedom. Some received freedom for long and faithful service. Others purchased their freedom or that of family members. Still others were set free as promised in their deceased masters' wills.

By 1790, there were 32,543 free Blacks and 641,691 slaves in the Southern states. In the Middle Atlantic states, about 28 percent of the Black population were free and three-fourths of the Blacks in New England enjoyed freedom. By 1860 there were about 488,070 free Blacks and 4,000,000 slaves in the United States. The free Blacks, however, settled mostly in cities such as Boston, Cincinnati, Philadelphia, New York, Baltimore, Charleston, Mobile, New Orleans and Washington, D.C.

In spite of limited educational opportunities during the seventeenth and eighteenth centuries, some Blacks achieved success in fields such as literature, science, invention, mathematics, medicine, and education. Before the Civil War, many free Blacks were attending schools or receiving private tutoring. A start was made in higher education also. In 1826, John Russwurm was the first Black to graduate from Bowdoin College, and that same year Edward Jones graduated from Amherst College.

During the Reconstruction Period, two Black men served in the United States Senate and fourteen in the House of Representatives. Many of their efforts were devoted to the improvement of education, civil rights, and the conditions of Native Americans.

Although some Black people were able to advance themselves during the Reconstruction Period, many were without adequate economic support or political rights. In fact the newly established southern state governments passed laws which became known as the Black Codes. These laws were aimed at keeping Blacks "in their place." Finally, passage of the Fourteenth Amendment gave state and national citizenship to Blacks.

The struggle for better conditions continued throughout the nineteenth century and gained world-wide attention in the twentieth. Dr. Martin Luther King, an eloquent civil rights leader, focused attention on equal rights through nonviolence. His efforts and those of other civil rights leaders helped to involve the federal government in the struggle for equal rights. One result of government action was the passage of laws such as the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

Today, many Black people live and work in New York City. Within the large Black communities, many resources, such as the Schomburg Library in Harlem, contain information and materials on Black history and culture. These resources should be used to develop a better understanding of the heritage and culture of Black people in the United States.

Activities

Planning A Special Program

An assembly program could include:

- -The lighting of candles for the Kwanza festival, with choral recitation of the meaning of the candles. Kwanza is an Afro-American holiday developed by Ron Karnenga as a time to celebrate the unity of people of African descent. It is celebrated for 7 days, usually in mid-December. Booklet on Kwanza available from Uhuru Sase School; 357 Sumner Avenue, Brooklyn, New York; 212-455-5929. Kwanza is also celebrated at P.S. 76, Dr. Hobart Cope, Principal.

- -Scenes written and performed by students on historical moments in Black history in America (see time line) with appropriate songs for each period.

- -Recitation of poems by Harlem Renaissance poets

- -Excerpts from literature, poetry and drama, centered on a common theme performed by students

In-Class Activities

COMMUNICATION ARTS/SOCIAL STUDIES

Write a review of a segment of the televised "Roots."

Read and retell the stories of folk and legendary heroes: John Henry, Stagolee.

Read and compare West Indian Anancy folktale with the African Anansi folktale. Harold Courlander and Alfred Prempah, The Hat Shaking Dance and other Tales from Ghana, New York: Harcourt Brace and World, 1957 (contains 21 tales about Anansi).

Create and tell original legends of heroic figures.

Choose a Ghanaian name from the chart below. Among the Ga people of Ghana, children often are named for days of the week.

	Boys	Girls
Monday	Kedjo	Adjoa
Tuesday	Koblah	Abla
Wednesday	Kwaku	Aku
Thursday	Kwao	Awo
Friday	Kofi	Afua
Saturday	Kwame	Ama
Sunday	Kwashie	Awushi

INTERDISCIPLINARY - ART AND LITERATURE

Visit either as a culminating or motivational activity "Man in Africa," a permanent exhibit at the American Museum of Natural History, and/or the African art collection at the Brooklyn Museum. (Direct students to pay special attention to the masks.)

Explore the role of the mask in African culture and the significance of "wearing the mask" for the survival of many Blacks in the Pre-Civil War period. "African masks are as diverse as their functions, to create awe, respect, humor or anonymity. Most masks belong to a total costume, concealing the wearer's identity so that his/her actions are not taken personally, especially in the case of masks worn by judges, as with wigs or robes western judges wear. The idea is that society itself not the individual passes judgement" (Quotation from Black Studies, Grades 1-2, New York City Board of Education, Curriculum Bulletin #00-4055-20.)

-View pictures of masks in African Sculpture by William Fagg and Margaret Plass, New York, E.P. Dutton and Co., 1964. Follow this activity with showing the filmstrip "African Art and Culture," Part III, Masks, Warren Schloat Production, Inc. Pleasantville, New York 10570.

-Read the famous poem, "We Wear the Mask" by Paul Laurence Dunbar. Discuss the type of mask to which Dunbar referred.

-Write personal poems on the themes of what feelings you mask.

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-Create original masks meant to cure specific maladies. Create ceremonies and rituals of your own to celebrate important events. Write poems expressing what the masks would say. Make costumes and perform as Africans would.

Visit the African American Institute to see the art exhibits.

Identify contemporary artists by their work: Romare Beardon, Ernest Crechlow, Jacob Lawrence, Horace Pippin, Henry Tanner, Augusta Savage, Charles White, Hale Woodruff.

-Explore how these works reflect the Black experience of the artists.

-Write an essay on this theme.

Read poems of Harlem Renaissance figures, such as Langston Hughes, Countee Cullen, Claude McKay.

- Illustrate one of the poems with a painting or a modeled figure.

RESEARCH, REPORTS AND DISCUSSION TOPICS

Describe the history and life style of Black communities living on St. John's and James Islands off the coast of Charleston, South Carolina. Refer to studies of their Gullah dialect. Compare their voluntary isolation from the larger society with that of the Amish-Dutch community.

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Write or report orally on the biographies of outstanding Black men and women.

-Trace the achievements of Prince Hall, born in Bridgetown, Barbados (1748), and his establishment of the Prince Hall Masonic Order.

Trace the French influence on the Black communities in Louisiana, Haiti, Martinique, and Guadalupe.

Explore the special position of the Caribbean American, whose experiences as an immigrant often differed significantly from those of other immigrant groups. Examine how the American experience produced culture conflicts for Caribbean Americans.

-Research the participation of Caribbean Americans in the struggle for human rights.

-Write or report orally on outstanding Caribbean Americans such as Judge Constance Baker Motley, Congresswoman Shirley Chisholm, Marcus Garvey, and others.

Listen to and compile the music and lyrics of representative selections of music in different Black genres; spirituals, blues, jazz, gospel, calypso, and music that reflects the Black experience historically.

-In the selections include "Lift Ev'ry Voice and Sing." James Weldon Johnson wrote the words and his brother, J. Rosamond Johnson, composed the music in 1900 to celebrate Abraham Lincoln's birthday.

Research the role of Black people in opening up and developing the American West. Present your finding to the class.

Prepare a short radio script on some of the contributions of Black inventors to the growth and development of American society during the 19th Century.

Date	Inventor	Invention
1892	A.J. Beard	Rotary Engine
1888	A.B. Blackburn	Railway Signal
1896	C.B. Brooks	Street-Sweepers
1895	C.J. Darticus	Photographic Print Wash
1890	P.B. Downing	Electric Switch for Railroad
1885	S.E. Goode	Folding Cabinet Bed
1891	J.E. Matzeliger	Lasting Machine
1872	E. McCoy	Lubricator for Steam Engines
1890	D. McCree	Portable Fire Escape
1894	G.W. Murray	Fertilizer Distributor
1895	W.B. Purvis	Magnetic Car Balancing Device
1893	E.R. Robinson	Electric Railway Trolley
1892	G.T. Sampson	Clothes Drier
1883	W. Washington	Corn Husking Machine
1884	G.T. Woods	Steam Boiler Furnace

Dramatize Blanche Bruce's or Hiram Revel's "election campaign" during the Reconstruction Period.

Debate the issues that Congressperson Charles Rangel or Shirley Chisholm might present to their constituents for reelection in their respective districts.

Research and discuss the role of Black people as skilled craftsmen during the 18th and 19th centuries: blacksmiths, carpenters, tailors, shoemakers.

SOME OUTSTANDING BLACK MEN AND WOMEN

Benjamin Banneker	1731-1806	Mathematician, Inventor
W.E.B. DuBois	1868-1963	Author, historian
Frederick Douglass	1817-1895	Abolitionist
Charles Drew	1904-1950	Blood plasma researcher
Paul Laurence Dunbar	1872-1906	Poet
Duke Ellington	1899-1977	Musician
Samuel Fraunces		Restaurateur
Lorraine Hansberry	1930-1965	Dramatist
Martin Luther King	1929-1968	Civil rights leader
Jan Matzeliger	1852-1889	Inventor
Phillis Wheatley	1753-1784	Author
Daniel Hale Williams	1856-1931	Surgeon
Carter G. Woodson	1875-1950	Historian

SOME OUTSTANDING CONTEMPORARY BLACK MEN AND WOMEN

James Baldwin	Author
Romare Bearden	Collagist
Gwendolyn Brooks	Author and Pulitzer Prize Winner
Shirley Chisholm	Congresswoman
John Hope Franklin	Historian
Dizzy Gillespie	Jazz Musician
Patricia Roberts Harris	Secretary, Health Education and Welfare
Jesse Jackson	Civil rights leader
John H. Johnson	Publisher
Donald McHenry	Ambassador to the United Nations
Charles Rangel	Congressman
Hale Woodruff	Artist

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_____ Tales for the Third Ear From Equatorial Africa. New York: E.P. Dutton & Co., Inc., 1969. (grades 4-6)

_____ Who's in Rabbit's House? A Masai Tale. New York: Dial Press, 1977. (grades K-3)

Abdul, Raoul, ed. The Magic of Black Poetry. New York: Dodd, Meade & Co., 1972. (grades 6-9)

Adoff, Arnold, ed. Black Out Loud: An Anthology of Modern Poems by Black Americans. New York: Macmillan Publishing Co., 1970. (grades 6-9)

_____ Celebrations: A New Anthology of Black American Poetry. Chicago: Follett Publishing Co., 1977. (grades 6 and up)

Arkhurst, Joyce Cooper. The Adventures of Spider: West African Folktales. Boston: Little, Brown & Co., 1964. (grades 4-7)

Bontemps, Arna. Frederick Douglass: Slave-Fighter-Freeman. New York: Alfred A. Knopf, Inc., 1959. (grades 5-9)

_____ Golden Slippers: An Anthology of Negro Poetry for Young Readers. New York: Harper and Row Pubs., Inc., 1941. (grades 5-8)

Brooks, Gwendolyn. Bronzeville Boys and Girls. New York: Harper and Row Pubs., Inc., 1956. (grades 3-6)

Brownmiller, Susan. Shirley Chisholm. New York: Archway Paperbacks, 1970. (grades 4-6)

Bryan, Ashley, ed. The Adventures of Aku. New York: Atheneum, 1976. (grades 4-6)

Childress, Alice. A Hero Ain't Nothin' But a Sandwich. New York: Thomas Y. Crowell Co., 1973. (grades 7 and up)

_____ When the Rattlesnake Sounds: A Play About Harriet Tubman. New York: Coward, McCann & Geoghegan, Inc., 1975. (grades 7-11)

Chittenden, Elizabeth. Profiles in Black and White: Men and Women Who Fought Against Slavery. New York: Charles Scribner's, Sons, 1973. (grades 7-12)

Courlander, Harold. The King's Drum and Other African Stories. New York: Harcourt Brace Jovanovich, Inc., 1962. (grades 4-6)

Courlander, Harold and Prempeh, Albert. The Hat-Shaking Dance and Other Ashanti Tales From Ghana. New York: Harcourt Brace Jovanovich, Inc., 1957. (grade 3-6)

Fenderson, Lewis H. Thurgood Marshall: Fighter for Justice. New York: McGraw-Hill Book Co., 1969. (grades 5 and up)

Graham, Shirley. Booker T. Washington: Education of Hand, Head and Heart. New York: Julian Messner, Inc., 1955. (grades 7 and up)

_____ Story of Phyllis Wheatley: The Poetess of the American Revolution. New York: Archway Paperbacks, 1949. (grades 6-9)

Greenfield, Eloise. Honey, I Love. New York: Thomas Y. Crowell Co., 1977. (grades 1-6)

Gutman, Bill. Duke: The Musical Life of Duke Ellington. New York: Random House, Inc., 1977. (grades 6 and up)

Haley, Alex. Roots. New York: Doubleday & Co., 1976.

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_____ M.C. Higgins the Great. New York: Macmillan Publishing Co., 1974. (grades 7 and up)

_____ Paul Robeson: The Life and Times of a Free Black Man. New York: Harper and Row Pubs., Inc., 1974. (grades 6-9)

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Haskins, James. Always Movin' On. New York: Franklin Watts, Inc., 1976. (grades 6-7)

_____ The Life and Death of Martin Luther King, Jr. New York: William Morris & Co., 1977. (grades 5-8)

_____ The Story of Stevie Wonder. New York: William Morris & Co., 1976. (grades 6-7)

Hayden, Robert. Seven Black American Scientists. Mass.: Addison-Wesley Publishing Co., Inc., 1970. (grades 7-9)

Jackson, Jesse. Make A Joyful Noise Unto the Lord! The Life of Mahalia Jackson, Queen of Gospel Singers. New York: Thomas Y. Crowell Co., 1974. (grades 6-9)

Kaiser, Ernest and Ploski, Harry A., ed. Afro-USA: A Reference Work on the Black Experience. New York: Bellwether Publishing Company, 1979 - 1st Edition.

Lester, Julius. Long Journey Home. New York: Dial Press, 1972. (grades 7-9)

Mathis, Sharon Bell. Teacup Full of Roses. New York: Viking Press, 1972. (grades 7-9)

Meltzer, Milton. Underground Man: A Novel. New York: E.P. Dutton & Co., 1972. (grades 6-8)

Musgrove, Margaret. Ashanti to Zulu: African Traditions. New York: Dial Press, 1976. (grades 3-5)

Nolen, Barbara, ed. Africa Is People. New York: E.P. Dutton & Co., 1967. (grades 6-9)

Ortiz, Victoria. Sojourner Truth, A Self-Made Woman. Philadelphia: J.B. Lippincott Co., 1974. (grades 6-7)

Owen, Dodson. Boy at the Window. New York: Farrar Books, 1977. (grades 6-8)

Petry, Ann. Harriet Tubman: Conductor on the Underground Railroad. New York: Thomas Y. Crowell Co., 1955. (grades 6-9)

Ploski, Harry A. and Marr, Warren, ed. The Negro Almanac: A Reference Work on the Black Experience. New York: Bellwether Publishing Company, 1976.

Rollins, Charlemae. They Showed the Way: Forty American Negro Leaders. New York: Thomas Y. Crowell Co., 1964. (grades 5-7)

Sterling, Dorothy. Freedom Train: The Story of Harriet Tubman. New York: Doubleday & Co., 1954. (grades 4-8)

Audio-Visual Listings

FILMS

Diary of a Harlem Family. Indiana University, Bloomington, Indiana, 47401. Audio-Visual Center.

Martin Luther King. Montgomery to Memphis. (30 minutes, black and white). Anti-Defamation League of B'nai B'rith, New York, N.Y. Audio-Visual Department (Ms. Linda Miller) 823 United Nations Plaza, N.Y., N.Y. 10017. 490-2525, Ext. 426. $12.50 per day.

Paul Robeson: The Tallest Tree in Our Forest (90 minutes) and Adam Clayton Powell, Jr. Phoenix Films, 470 Park Ave. South, NYC. (Rental: Ms. Maria Perez; orders: Ms. Dorothy Aronoff, 684-5910)

Malcolm X and Martin Luther King
Write to CRM/McGraw-Hill Films, 110 15th St., Del Mar, Cal., 92014, Ms. Juli Schufeldt.

Segregation Northern Style. (30 min., black and white) New York: Anti-Defamation League, information listed above. Rental $10.00 per day.

FILMSTRIPS

"Afro-American History." (7 filmstrips, color, sound). Chicago, Ill.: Encyclopaedia Britannica Educational Corp.

"Growing Up Black." (4 color sound filmstrips, average, 60 frames). Tarrytown, New York: Schloat Productions.

"The Harlem Renaissance and Beyond." (8 sound filmstrips). Pleasantville, New York: Guidance Associates.

RECORDS

"The Lost Zoo" by Christopher Cat and Countee Cullen, narrated by Ruby Dee. Caedmon Records, Inc., 505 8th Avenue, New York, N.Y. 594-3122
Based on Cullen's humorous book for children about animals whom the world has not heard about because for varied reasons these animals did not make Noah's Ark. #TC1539

"To Make a Poet Black" The Best Poems of Countee Cullen. Read by Ossie Davis and Ruby Dee. #TC1400 Caedmon Records, Inc., 505 8th Avenue, New York, N.Y. 594-3122

AVAILABLE FROM OLMT*

Office of Library, Media and Telecommunications
131 Livingston Street
Brooklyn, New York 11201
596-5914

Africa: Living in Two Worlds. (color-17 min.) (2 reels, Int.) Contrasts old tribal customs and communities with newly mechanized, growing city populations and people's intense desire for education.

African Continent: An Introduction. (color-16 min.) (2 reels, Elem.) Shows major land forms, climatic regions, natural resources and land use. Emphasizes Africa's vast wealth and its growing importance in today's world.

African Continent: Northern Region. (color-14 min.) (2 reels, Elem.) Shows oasis farming, Arab craftsmanship, as well as modern industries and cities. Views some of the problems that face Moslems and Europeans.

African Continent: Tropical Region. (color-14 min.) (2 reels, Int.) Major resources and products of mountainous eastern highlands; great grassy savannah, hot rain forests of the Congo basin and Guinea coast are presented.

Ancient Africans. (color-27 min.) (3 reels, Int.) A survey of early African civilizations, with maps. Archaeologists at work help raise questions about who ancient Africans were and how they lived.

Aretha Franklin, Soul Singer. (color-25 min.) (3 reels, H.S.) A behind-the-scenes profile of the woman who began her career in the choir of her father's church and is currently one of the nation's leading vocalists and most famous exponent of soul music.

Autobiography of Miss Jane Pittman, The. (color-110 min.) (11 reels, H.S.) Based on the 1971 novel by Ernest J. Gaines. Moving back to 1862, the film retraces Miss Jane's life from ten-year-old slave on a Louisiana plantation, to the horrors of Reconstruction, through to her participation in a Civil Rights protest march at the age of 110.

Bill of Rights in Action: Equal Opportunity. (color-22 min.) (2 reels, H.S.) Open-ended film about situation where a Black factory worker has been promoted over a white despite the white's seniority.

Black Artist of the U.S.A. (25 minutes) The crafts of slave artisans. The work of Black artists compared to art of their white contemporaries during the eighteenth and nineteenth centuries. Black artists abroad. Harlem Renaissance in the Twenties. Impetus of the Federal Art Project of the Works Progress Administration under Roosevelt's New Deal. Political and ethnic expressions of the sixties. Black art as a part of the artistic mainstream of the seventies.

Black History: Lost, Stolen or Strayed. (color-54 min.) Did you know that the first open-heart surgery was performed by a Black doctor? This film reviews the Black contribution to the development of the United States.

Black Music in America: From Then Till Now. (color-38 min.) (4 reels, H.S.) The history of the

*Films are available at a charge of $5.00 per reel to subscribers and non-subscribers.

Black man's contribution to American music is traced in unforgettable filmed performances of great Black musicians.

Booker T. Washington. (color-11 min.) (1 reel, Elem., Int.) Tells story of the man who built a monument to education.

Bozo Daily Life (African Village Life Series). (color-16 min.) (2 reels, Elem.) Between Mopti and Timbuktu the members of the Bozo tribe meet the demands of their environment through a classic division of labor determined in large part by the annual fluctuations of the Niger River.

Changing Ghana. (color-19 min.) (2 reels, H.S.) Contrasts the many small villages of Ghana with the industrialized areas.

Caste and Class in the South. (black and white-21 min.) (3 reels, H.S.) Based on the novel "Intruder in the Dust" by William Faulkner.

Cities, The: Dilemma in Black and White, Part I and 2. (color-54 min.) (5 reels, Int., H.S.) One of the country's most ambitious restoration projects is seen in Bedford-Stuyvesant. The effort made by the two races to solve urban decay is presented.

Discovering Music of Africa. (color-22 min.) (2 reels, Int., H.S.) African music is as complex as the music we hear in concert halls. Several musicians from Ghana demonstrate bells, rattles and drums.

Dr. Leakey and the Dawn of Man. (black and white-26 min.) (3 reels, H.S.) The dramatic discoveries of the well-known anthropologist and his theories on the emergence of man.

Ethiopia: Empire on the Mountain. (color-19 min.) (2 reels, Elem.) Isolated from the rest of the world for centuries, Ethiopia is now struggling to participate in the 20th century market place.

Family of Ghana. (color-27 min.) (3 reels, Int.) The story of village life on the coast of Ghana.

Frederick Douglass: The House on Cedar Hill. (black and white-17 min.) (2 reels, H.S.) Biography of Frederick Douglass (1817-1895), Black leader in the struggle against slavery. Narration from Douglass' writings. Music based on Negro folk songs.

Gordon Parks....Poet, Photographer, Filmmaker. The versatile artistry of Gordon Parks is seen in this program. Some of his poems are narrated over a sequence of beautiful photographs. He discusses his feelings about his first feature film, "The Learning Tree," and some of the sequences from the film are seen in the telecast.

"I Have a Dream...": The Life of Martin Luther King. (black and white-35 min.) (3 reels, Int., H.S.) Using newsreels, the story of his life and the forces that brought him to the leadership of his people are explored.

Lorraine Hansberry. (color-35 min.) The film presents the writer's artistic growth and her unique vision largely in her own words and her own voice.

Raisin in the Sun, A. (Books Alive Series) (color-6 min.) (1 reel, H.S.) Introduces students to racial problems of the Negro as Walter Younger, the play's hero, tries to better himself and his family in the face of prejudice and poverty.

Roots. (color-12 hrs.) (72 reels, Int., H.S.) This popular TV film series by Alex Haley, is available in 24-half hours films.

Why the Sun and the Moon Live in the Sky. (color-11 min.) (1 reel, Elem.) An authentic legend of eastern Nigeria which has implications beyond the obvious plot. Uses collage animation and a musical score.

Media Resources

PUBLICATIONS

Crisis Magazine
1790 Broadway, New York, N.Y. 10019 245-2100
Mr. Warren Marr II, Editor; published ten times per year. Subscription $6.00 annually. This magazine has historical as well as current interest. Dr. W.E.B. DuBois founded Crisis in November 1910, and remained its editor for approximately 25 years. Area of focus: civil rights and general Black progress.

Freedomways Magazine
799 Broadway, New York, N.Y. 10003. 477-3985, 86
Ms. Esther Jackson, Managing Editor; 1 year subscription $4.50, 2 years $9.00 quarterly. Afro-American expression which carries fact-filled articles on contemporary themes. Founded in 1961.

RADIO

"The Black Experience." The Black Experience dramatizations are based upon selections in Images, the Board of Education anthology of Black literature, and they reveal the many moods of the Black experience through stories, biographies, drama and poetry. Teachers' Guide to Radio program is available by writing The Black Experience. WNYE-FM; 29 Fort Greene Place, Brooklyn, New York 11217. Board of Education Station WNYE-FM, Monday, 9:15 a.m. - Thursday, 1:30 p.m.; Friday, 10:00 a.m.

TELEPHONE

"Dial-A-Story" Queens Borough Public Library. A new story is given each week. During Black History and Culture Week, a story or account from Black history is featured. Dial 658-4070 day or night.

TELEVISION

"Like It Is" WABC (Channel 7) Sundays 1-2 p.m. featuring Gil Noble. Past program documentaries available for rental.

Resources

Organization	Contact Persons	Address and Telephone	Comments
Abyssinian Baptist Church	Ms. Esther McCall, Secretary	132 West 138 St., N.Y.C. 10030 862-7474	Founded in 1808 by Rev. Thomas Paul. The late Congressman Adam Clayton Powell, Jr., Pastor of church Nov. 21, 1937-1972. The Adam Clayton Powell, Jr. Memorial Room is available for public visitation by prior arrangement.
African Heritage Studies Assoc.	Dr. Leonard Jeffries, Jr., President of AHSA and Chairman of Black Studies Department	c/o Black Studies Department City College of City Univ., Convent Ave. at 138 St., N.Y.C. 10031 690-8117/8	
The American Museum of Natural History	Dr. Malcolm Arth, Curator of Ed. Mrs. Gloria Davis, Registrar Ms. Catherine Pessino, Supervising Museum Instructor	Central Park West at 79 St., N.Y.C. 10024 873-1300, Ext. 341	Courses with City College credit: African American Anthropology (offered annually); People of North America & Near East (annually); slide lectures given Community Outreach Programs - Caribbean, Haitian, Puerto Rico. Single visit student workshop.
Association des Artistes Haitiens	Mrs. Myriam Augustin	479-0181	
Association des Ecrivains Haitiens Etranger (Assoc. of Haitian Writers Abroad)	Paul Laraque, General Secretary	P.O. Box 17, Cambria Heights, N.Y. 11411	
Association des Medecins Haitiens (Assoc. of Haitian Doctors)	Dr. Serge Saint Gerard	464-7995	
Assoc. for Study of Afro-American Life & History	Dr. J. Rupert Picott, Executive Director	1401 14th St., N.W., Washington, D.C. 20005 (202) 667-2822	Annual conference on Afro-American Affairs. A kit of teaching materials is available
Bedford-Stuyvesant Restoration Corporation		1368 Fulton Street, Brooklyn, N.Y. 11216 636-7888	
Black Enterprise Magazine	Earl G. Graves, Publisher	295 Madison Ave., N.Y.C. 10017 889-8220	Monthly magazine with a focus on minorities and their involvements in the world of business.
Black Theater Alliance The LaRoque Bay Dance Co.	Mr. LoRoque Bay, Director	169 W. 133 St., N.Y.C.10031 926-0188	A significant training ground for young dancers coming out of Harlem.
Brooklyn Children's Museum		145 Brooklyn Ave., Brooklyn, N.Y. 735-4400	Different workshops daily
	Dr. Jean H. Charles, Coordinator Student Organization	Finley Student Center, Rm. 104 City College of City Univ. 133 St. & Convent Ave., N.Y.C. 10031 690-8129	Dr. Charles is consultant on Haitian culture and heritage.

The Children's Art Carnival	Mrs. Betty Blayton Taylor, Dir. Ms. Martha Norris, Ed. Dir.	62 Hamilton Terrace, N.Y.C. 10031 234-4093	Ages 4-14. 3 and 6 week workshops in painting, printmaking, puppetry, ceramics and other art activities. Individual students - Mon. & Fri., 3:30 - 5:00 p.m. No charge for classes - 6 week courses for handicapped.
Clarence W. Shagg-Hogans Medical Center	Dr. Charles A. Walburg, Medical Director	159 W. 127 St., N.Y.C. 10027 749-3057,8	A community based agency serving the health needs of the community
Consulate General of Haiti		60 E. 42 St., N.Y.C. 10017 697-9767	Books, films available. Write letter requesting materials.
Council on Interracial Books for Children	Dr. Beryl Banfield, President Bradford Chambers, Director	1841 Broadway, N.Y.C. 10023 757-5339	International Book for Children Bulletin published 8 times a year. Evaluates new learning materials and offers lesson plans and teaching strategies to counteract racist, sexist, ageist and other stereotypes. The council produces books, pamphlets and filmstrips and offers a free catalog.
Countee Cullen Library		104 W. 136 St., N.Y.C. 281-0700	Art exhibits plus the James Weldon Johnson collection for children.
	Prof. Yves Dejean	Department of Languages Long Island University N.Y.C.	French and Haitian studies
Haitian Americans United for Progress (HAUP)	Father Guy Sansarick	221-05 Linden Blvd., Cambria Heights, N.Y. 11411 527-3776	Special programs with Andrew Jackson High School
"Haiti-Observateur"	Leo Joseph, Publisher	200 W. 72 St., N.Y.C. 10023	French-editorial in English-issued weekly-Thursdays. Subscription: $22.50 per year.
Harlem Breast Examination Center		Harlem State Office Bldg. 163 W. 125 St., N.Y.C. 10027	Educational and special materials available for schools.
Harlem School of the Arts, Inc.	Ms. Betty Allen, Director	645 St. Nicholas Ave. N.Y.C. 10030 926-4100	Ages 3 - adult ; monthly fee. Scholarships available in the various arts.
Harlem Teams for Self Help		175 W. 137 St., N.Y.C. 10031	
Harlem Unit of American Cancer Society of N.Y.C. Division	Charles A. Walburg, M.D. Chairman of the Board Cyril Poindexter, Administrator	55 W. 125 St., N.Y.C. 10027	Education material and information are available. Films and filmstrips.
Interreligious Foundation for Community Organization (IFCO)	Dr. Lucius Walker, Executive Dir.	348 Convent Ave., N.Y.C. 10031 927-5757	A national organization: home office based in Harlem community-12 years old. Primary thrust is to organize communities for self-help projects.
Jazzmobile, Inc.	S. David Bailey, Executive Dir. Dr. Anita Batisti, Asst. Dir.	159 W. 127 St., N.Y.C. 10027 866-4900	A non-profits arts educational institution with numerous programs such as concerts, lectures, workshops, jazzmobile, noted speakers, etc.
Langston Hughes Library & Cultural Center		102-09 Northern Blvd., Corona, Queens, N.Y. 651-1100	

NAACP		National Headquarters 1790 Broadway New York, N.Y. Tel: 245-2100	
New York Amsterdam News	James Hurt, Vice-President and General Manager	2340 8th Ave., N.Y.C. 10027 678-6637	Student edition entitled "SCOOP" - an educational, motivational junior newspaper for K-9. Emphasis is placed on minority heritage and culture.
New York Association of Black Educators (NYABE)	Dr. Winston Robins, President	G.P.O. 1846, Brooklyn, N.Y. 11202	
Patterson School Inc.	Miss Sandra Brunston, Coordinator	425 W. 144 St., N.Y.C. 10031 690-3300	A community based school which gives quality education with strong emphasis on culture and heritage to minority students ages 6-12.
Penny Sightseeing Tour	Mrs. Weldra Zeigler, Director	303 W. 42 St., N.Y.C. 10036 247-2860	Features tours of Harlem.
Race Desegregation Assistance Center	Dr. Samuel Henry, Director	Teachers College, Columbia University, Macy Hall, 525 W. 120 St., Box 52, N.Y.C. 10027 678-3386,87	The Center serves school systems in Region II. Resource room with materials, such as, curriculum kits, bibliographies, video topics on minority groups, stressing Puerto Ricans, Black Americans Caribbean Americans. Workshops and site consultants.
Arthur A. Schomburg Collection Center for Research in Black Culture	Ms. Jean Blackwell Hutson Curator	103 W. 135 St., N.Y.C. 10030 862-4045	18 years and adults
Society for the Preservation of Weeksville and Bedford-Stuyvesant	Dr. Marguerite Thompson, Coordinator of Weeksville School Center, P.S. 243, Brooklyn, N.Y.	P.O. Box 120, St. John's Station, Brooklyn, N.Y. 11213	Weeksville was the first free Black community in Brooklyn from 1825-1875 and was probably the beginning of the present day community of Bedford-Stuyvesant. It was located in the area bound by present day St. John's Place, Albany Ave., Fulton St. and Buffalo Ave. Films are available at Center. Class visits welcome.
Studio Museum in Harlem		2033 Fifth Ave., N.Y.C.	Exhibits of artists and artifacts. The renowned James Van Der Zee photographic collection permanent exhibit.
The National Urban League	Ms. Carol Gibson, Director of Education	500 East 62nd Street New York, N.Y. 10021	Information regarding educational opportunities as related to careers.
United Haitian Association	Arios Dennis	P.O. Box 931, N.Y.C. 10027 247-2262	A community development organization.
United Negro College Fund	James R. Smothers, Jr., Dir. of Educational Services	500 E. 62 St., N.Y.C. 10021 644-9622	Research Department of UNCF supplies extensive information on traditionally Black colleges in general and especially on membership colleges.

Uptown Chamber of Commerce	Anthony Rogers, Program Director Lloyd Strayhorn, Membership Dir.	209 W. 125 St., N.Y.C. 10027 427-7200	Annually sponsors "Harlem Week." The Chamber corrects negative images of the Harlem Community. Sponsors basketball tournaments of high school students. Major N.Y.C. corporations and small businesses lend support to these projects.

Individuals

Prof. Max Manigat	Black Studies Department City College of CUNY, Convent Ave. & 138 St., N.Y.C. 10031 690-8117	African Heritage and Caribbean Experience; Haitian Revolution
Prof. Roland Pierre	Black Studies Department Brooklyn College of CUNY, Ave. H & Bedford Ave., Brooklyn, N.Y.	Haitian Studies

Chinese Heritage and Culture Themes

What are some aspects of traditional Chinese culture

Why did the Chinese come to the United States?

What opposition did Chinese-Americans meet in the United States?

How does Chinese culture influence American society today?

How do Chinese-Americans maintain their cultural heritage?

How have Chinese-Americans contributed to American life?

Background Information

Before the discovery of gold in California brought the first wave of Chinese immigrants in 1848, there were less than fifty Chinese-Americans in the United States. The Naturalization Act of 1790 had limited the right of citizenship to "free whites." By 1851 there were 25,000 Chinese on the west coast; by 1861, 35,000. Many Chinese immigrants came with the intention to earn money and return to China. In 1868 official Chinese restriction on persons wanting to go to the United States was removed, and the number of immigrants increased rapidly. Some 30,000 entered between 1850 and 1882.

Almost all were young men who came from the southeastern provinces of Fukien and Kwantung through port cities like Canton. They settled mainly in ethnic enclaves, "Chinatowns," with peoples from their family or village. They earned their livelihood as laborers in railroad building, agriculture, land reclamation, fishing, manufacturing, and service industries. Most of the western part of the transcontinental railroad was built by Chinese-Americans.

Employment of large numbers of Chinese in a particular occupation was often followed by anti-Chinese violence and legislation. The Chinese Exclusion Act of 1882 was a culmination of a series of local anti-Chinese laws, most of which had been declared unconstitutional in test cases. The Exclusion Act stopped Chinese immigration for ten years and denied citizenship to persons born in China. In 1902 the Act was extended indefinitely. Many Chinese immigrants returned to China in the late nineteenth and early twentieth centuries rather than endure poverty and prejudice. It was not until 1943 that the Exclusion Act was changed to allow 105 persons to enter each year.

The national-origins quota system for Asians was altered in 1965 with dramatic effect. Five years ago about 100,000 Chinese lived in New York, half in Chinatown. The census in 1980 is expected to show between 135,000 and 155,000 Chinese living in the city.

San Francisco's Chinatown is the oldest and largest Chinese-American community in the United States. New York City's is the second largest. Like most ethnic enclaves in large cities, New York's Chinatown serves as a social, economic, cultural and political center.

Starting in the 1870's, New York's Chinatown became a place for self-protection and companionship in an alien city. Today, New York's Chinatown supports several newspapers, schools, bookstores, printing houses, movie theaters and opera houses. It is the economic hub for distribution of Chinese foodstuffs and Chinese restaurants. Chinatown is not only a mecca for tourists, it is also a closely knit community. On holidays and Sundays Chinese people from all parts of the tri-state area visit Chinatown to shop, visit relatives and friends, and receive letters from Hongkong, Taiwan and the People's Republic of China.

As their economic status improved, second and third generation Chinese-Americans, following the pattern of other ethnic minorities, moved out of the original immigrant enclave to more desirable locations. In New York City, Chinese-Americans have established neighborhoods in Manhattan near Columbia University, and in Queens in Rego Park, Forest Hills, and Flushing and Jackson Heights.

Activities

Planning A Special Program

An assembly program could include:

Scenes written and performed by students based on personal or family recollection of the voyage to America; getting settled in New York City

Scenes adapted from a novel, such as Woman Warrior, by Maxine Kingston

A shadow puppet show illustrating a fairy tale or legend, e.g., "How the Deer Lost H[illegible]" (see bibliography, Hume.)

A parade of student-created puppets, after the fashion of Chinese opera puppets (The Brooklyn Museum and Metropolitan Museum of Art would have examples.)

Choral recitation of Chinese poetry in English translation

Child-created ribbon dances with recorded Chinese music as background (The dancers manipulate ribbons in such a way as to form continuously moving circles and curves as they dance.)

EXHIBITS AROUND THE SCHOOL

A display of arts and crafts could include:

- Watercolor paintings of Chinatown
- Paintings of ancient Chinese architecture, such as the Palace of the Ming Emperors
- Folding cardboard screens made from collapsible furniture cartons, with adaptations of Chinese motifs
- Kites painted and constructed by children

- A tabletop arrangement of some of China's contributions to western culture: tea, folding umbrella, kite, a sample of silk, an orange, a porcelain cup

A series of food booths might feature:

- The traditional food and the objects associated with various festivals

Family and community members could talk about the meaning of the festivals and answer questions.

The Dragon Boat Festival

This festival is one of the major celebrations. People prepared for the hot and dry summer months by cleaning house, spreading insecticides, taking preventive medicines, and gatherine herbs. They also burned sulphur and hung sweet-smelling herbs at the top of their doors and windows to drive away the evil spirits. People prayed for rain so that there would be a good harvest.

The Autumn Moon Festival

Symbolically, this festival is considered as an occasion for family reunions. In the past, many peasants in China celebrated their harvest and performed thanksgiving ceremonies during the Moon Festival. According to tradition, this is regarded as one of the major festivals.

The most significant items in the Moon Festival are moon cakes and the parade of the lanterns. People buy moon cakes and send them to their relatives.

During the evening of the Moon Festival, family members gather together to have a delicious dinner. Many different kinds of fruits such as apples, oranges, pears, bananas, pomelos, and persimmons are beautifully displayed on this day. Peanuts and boiled taro roots are placed togther with moon cakes on a table in the patio, or in any other area of the home in which the moon may be seen. This symbolizes a reunion among family members.

In-Class Activities

COMMUNICATION ARTS/SOCIAL STUDIES

- Each day of the week feature one Chinese proverb on the chalkboard. Following are some samples:

  "Riches spring from small beginnings;
  poverty is the result of extravagance."

  "One can only see one's own faults with
  other people's eyes."

  "A gem is not polished without rubbing,
  nor a man perfected without trials."

  See if students know any proverbs that have similar ideas (Poor Richard's Almanac).

- Divide the class into groups to make physical topography and product maps of the six regions of China.
- Display a Chinese calendar in the classroom.
- Compare differences in customs for celebrating birthdays in China and in the United States. For example, whereas we eat cake to mark a birthday, the Chinese eat noodles because the shape of the noodle symbolizes longevity.
- Develop a time line for major events affecting Chinese immigration from 1850 through 1949. Include related events in China.
- Discuss the experience of the early Chinese immigrants in the United States.
- Compile and illustrate a list of the special fruits and vegetables which were transplanted to the United States by early Chinese immigrants.
- Research newspaper articles pertaining to the Exclusion Act.

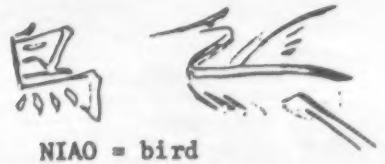
- Make a display of pictures matched with their labels in the Chinese picture-writing system. Some common symbols and their meanings are as follows:*

雨	*yǔ*	rain
護士	*hùshr*	nurse
烟	*yān*	tobacco; cigarette; smoke
電	*dyàn*	electricity
電車	*dyànchē*	trolley car
電話	*dyànhwà*	telephone
電報	*dyànbàu*	telegram, cable
電燈	*dyàndēng*	electric light
電影	*dyànyǐng*	motion picture
電影院	*dyànyǐngywàn*	movie theater
電報局	*dyànbàujyú*	telegraph office

- Improvise and develop scenes on the experience of Yung Wing, the first Chinese overseas student to come to this country.
- Write about the life and important achievement of Dr. Sun Yat Sen, the founder of the Chinese Republic.
- Write a diary entry for a Chinese goldmine worker.
- Write a letter from a mother in China to a son or daughter who has gone to the United States to work during the 1850's.

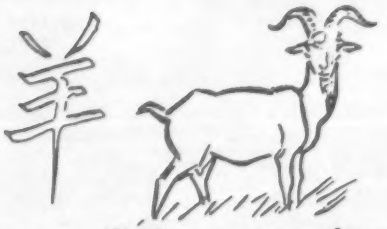
*From Richard F. Chang, Read Chinese: Book II. New Haven: Yale University, Far Eastern Publications, 1972.

Practice writing some simple Chinese symbols noticing their relationship to the things they represent:



NIAO = bird

SHIH = pig



YÁNG = goat or sheep

ART AND CRAFT ACTIVITIES

- As a culminating or motivational activity, visit the Chinese section of the Metropolitan Museum of Art and/or the Brooklyn Museum, and Sun Yat Sen Hall. (See Resource listing.) The latter is in the architectural form of a Chinese pagoda, and also houses examples of Chinese art.

* From Hurt Wiese. You Can Write Chinese. New York: The Viking Press, 1945.

- Paint the twelve symbolic animals of the Chinese calendar years on a long strip of paper.

monkey rooster dog pig rat ox
tiger rabbit dragon serpent horse ram

The paper can be joined in a loop so the rotating sequence is clear.

- Make stick-mounted shadow puppets: silhouette figures that perform behind a screen with a light behind them so that their shadows show on the screen.

- Create paper lanterns from construction paper, folded and cut, or from painted tissue paper layered and glued on a wire frame.

- Paint and fold paper fans.

- See films of Chinese shadow plays. Make shadow puppets and finger puppets.

- Make a Chinese dragon for New Year's Celebration.

TOPICS FOR RESEARCH, REPORT AND DISCUSSION

- Write or report orally on the basic teachings of Buddhism, Taoism, or Confucianism.

- Compile a menu of basic dishes from each Chinese province, with a sample recipe included.

- Draw or collect illustrations of Chinese influences in home decorating.

SOME OUTSTANDING MEN AND WOMEN IN CHINESE HISTORY

Confucius	(551- 479 BC)	Philosopher, founder of a system of ethics, education, statecraft and religion
Lao Tzu	(604?-531 BC)	Founder of Taoist religion; author of Tao Te Ching, which teaches man how to live in harmony with the universe.
Emperor Wu-ti	(140- 87 BC)	Second emperor of the Han Dynasty whose great interest in learning encouraged scholarly reconstruction of the classics and the teaching of them in the Imperial Academy established by him.
Kui Hsi	(11th century)	Landscape painter who depicted unity of Heaven, Earth, and Man; model for Chinese artists for 1000 years
Ch'i Pai-shih	(1863 - 1957)	Painted objects of daily life using the traditional Chinese brush technique
Tsao Hsueh Chin	(18th century)	Author of Dream of the Red Chamber, story of five generations of a family in Imperial China
Lu Hsun	(1881-1936	Modern writer famous for biting satirical picture of feudal China
Sun Yat Sen	(1866-1925)	Leader of the Revolution of 1911; served as first President of China's first republic
Chiang Kai Shek	(1887-1973)	Political and military leader of Nationalist China from the mid 1920s to 1949
Mao Tze-tung	(1893-1975)	Leader of Chinese Communists in the 1930s; preached revolution to the peasants; made Chairman of Central Government Council of newly established People's Democratic Republic of China in 1949

SOME OUTSTANDING CHINESE-AMERICANS

Quimbo Appo	Pioneer Chinese resident in New York City; came to California in 1844 and to New York City in 1863.
Louie do Fook	Prominent New York merchant; active in Democratic politics
Private Sing Ke	Hero of World War I who received the Distinguished Service Cross for his bravery in battle
Doctors Li Chin-tao (Columbia Univ.) and Yang Cheng-ning (SUNY)	Shared the Nobel Peace Prize for physics in 1957
Dr. Chien-Shiung Wu	Woman scientist known throughout world as foremost experimental physicist
James Wong Howe	Movie cameraman who won awards for his work on The Rose Tattoo and Hud
M. C. Chang	Scientist; co-developer of the birth control pill
Dong Kingman	Artist whose work has been displayed in galleries and museums across the country
Hiram L. Fong	Former United States Senator from Hawaii; Republican
I. M. Pei	Architect famous for his large-scale urban development projects; J.F.Kennedy Library complex, etc.
Dr. Paul K. T. Sih	Educator; Vice President and Director of Center of Asian Studies at St. John's University, New York
Wang An	Founder of Wang's Laboratory

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Audio-Visual Listings

AVAILABLE FROM OLMT*

Office of Library, Media and Telecommunications
131 Livingston Street
Brooklyn, New York 11201
596-5914

Ancient Chinese, The. (color-24 min.) (2 reels, Int., H.S.) This film presents the history of China's great dynasties from the earliest days to Sun Yat-Sen.

China and Its Agriculture. (color-16 min.) (2 reels, Elem., Int.) China is trying to increase farm production to keep pace with the growth of its high population. Irrigation, insecticides, fertilizers and land reclamation have helped in the race between population and food production.

China and Its Industry. (color-16 min.) (2 reels, Elem., Int.) As one of the major industrial producers in Asia. China is embarking on the long journey toward an industrial economy.

China and Its People. (color-16 min.) (2 reels, H.S.) China is the 2nd largest country and the most populous nation on earth. It is now under a communist government.

*Films are available at a charge of $5.00 per reel to subscribers and non-subscribers.

China: The Awakening Giant. (color-17 min.) (2 reels, Int., H.S.) In China, ancient tradition is being supplemented by new methods and modern techniques to bring this large sprawling country up to date.

China: The Old and the New. (color-16 min.) (2 reels, Int., H.S.) Shows China as it was and as it is. Examines in detail the many social changes which are taking place in China today, including changes in language, education, religion, status of women, music and art, transportation, medicine and health, recreation and housing.

China: The Social Revolution. (color-17 min.) (2 reels, H.S.) Depicts the political, economic and social characteristics of the new government in old Peking.

China Today. (color-22 min.) (2 reels, H.S.) Depicts a hard-working nation where emphasis is placed on participation in a variety of occupations.

Chinese-American, The: The Early Immigrants. (20 (min.) (Int., H.S.) The history of the first Chinese who came to the United States is examined; their role in the Gold Rush, the resentment by white miners and the brutal treatment and hardships they endured. Chinese contributions such as their help in the building of the transcontinental railroad are given special attention. The Exclusion Act, passed during financial panic, suspended all immigration from China indefinitely and led to the persecution of many Chines who now found themselves with no legal protection.

Chinese-American, The: The Twentieth Century. (20 min.) (Int., H.S.) The first Chinese who came to this country brought with them the ancient teachings of Buddha, Lao Tse and Confucius, plus such traditions as the Chinese New Year celebration. In addition to the cultural heritage, the film examines the Chinese civil war which resulted in the emergence of Red China under Mao Tse-tung, and reviews President Nixon's 1972 visit to Mainland China. Though the Chinese-American lives in a free society, his roots are in a land where a fourth of the world's population lives under a much different political system.

Golden Mountain on Mott Street, The. (color-34 min.) (3 reels, Int. H.S.) Fast-changing urban life and world situation have led to problems among Chinese-Americans.

Jade Snow Wong. (H.S.) Because it snowed in San Francisco in 1922, Mr. Wong named his fifth daughter Jade Snow. He assumed she would be content to grow up in the traditional Chinese ways, dutiful, industrious, and respectful of the wishes of her father and older brother. He was wrong. Although Jade Snow appreciated her Chinese heritage, she wanted other things-American things-to dance, to date without a chaperone, to go to college. Since her father's money must be saved for the education of her brother, Jade Snow put on a maid's uniform and went to work. With her own money and the aid of scholarships she graduated from college with honors. When the navy invites her to christen a liberty ship, her father finally acknowledge her achievements, offering a blessing for her at dinner and revealing a father's pride in his daughter.

Media Resources

NEWSPAPERS

The China Tribune
210 Canal Street, New York, N.Y. 10013

The United Journal
199 Canal Street, New York, N.Y. 10013

The Chinese Journal
7 East Broadway, New York, N.Y. 10002

World Journal
47 Walker Street, New York, N.Y. 10013

China Post
11 Allen Street, New York, N.Y. 10002

MAGAZINES

Bridge: An Asian American Perspective (in English)
P.O. Box 477, Canal Street Station
New York, N.Y. 10013

New China
Published by U.S.-China Friendship Association

RADIO

Sino Radio Broadcasting Corp.
401 Broadway 7/F, New York, N.Y. 10013

Chung Hwa Broadcasting Co.
16 Bowery, New York, N.Y. 10013

Overseas Broadcasting System
22 E. Broadway, New York, N.Y. 10002

Resources

American Association for Chinese Studies	Abraham Ho, Executive Secretary (Acting)	Sun Yat-Sen Hall St. John's University Jamaica, N.Y. 11435 969-8000 Ext. 582	This association encourages the study and teaching of Chinese language and culture through the exchange of information and scholarship across disciplinary lines and by promoting understanding and communication The building is a pagoda in the "Palace" style and displays Chinese art.
Art Resources for Teachers and Students (A.R.T.S.)		30 Market St., N.Y.C. 10002	Materials in Chinese and in Spanish
Asia Society, The	Bonnie R. Crown, Director Education Resources	112 E. 64 St., N.Y.C. 10021	The Asia Society provides activities for its members, including art exhibits, artist and dance troupe performances, art tours of Asia, lectures, conferences and seminars. The society also provides curriculum advice to teachers.
Association of Chinese/ English Bilingual Educators, East Coast, USA	Ms. Lungching Chiao Leu, President	Office of Bilingual Education N.Y.C. Board of Education 66 Court St., 15th floor, Brooklyn, N.Y. 11201	
Center for International Programs & Comparative Studies	Dr. Henry Ferguson, Director	State Education Department 99 Washington Ave., Albany, N.Y. 12210	This center develops materials, organizes in-service programs for teachers and assists schools and colleges in New York State in strengthening teaching and research about Third World culture. Materials on China including comprehensive slide sets.
Chatham Square Public Library		33 East Broadway, N.Y.C. 10002 964-6598	Extensive collection of books on and about China and Chinese culture.
China Institute of Americas	F. Richard Hsu, President	125 E. 65 St., N.Y.C. 10021	The institute sponsors lectures, conferences, seminars, special forums and publications for understanding and appreciating Chinese culture.
Chinese Cultural Center (Chinese Information Center)		159 Lexington Ave., N.Y.C. 10016 725-4950	
Greater Boston Chinese Cultural Association		Chinese Ethnic Heritage Studies Committee P.O. Box 142, Newton Center, Mass. 02159	
National Committee on United States-China Relations	Arthur Rosen, President	777 United Nations Plaza, 9-B, N.Y.C. 10017	The National Committee encourages public interest in and understanding of China and its relations with the United States. Advanced graduate students are available as speakers to high schools and community groups.
United States-China Friendship Association	Esther Goblin	41 Union Square West, N.Y.C. 10003	Write for information contained in Association Newsletter.

Individuals

Mr. Fay Loo	Seward Park High School 350 Grand St., N.Y.C.	

Irish Heritage and Culture themes

How did the huge influx of poor Irish immigrants caused by the great potato famine of the nineteenth century affect American history and politics?

How did the climate and geography of the island of Erin affect the music, dance and literature of the Irish people?

How was the forced deportation of the Irish to Australia, America and the West Indies similar to and different from the forced enslavement of Blacks from Africa?

Why was it that Irish-American communities flourished in the big cities of the East and not in the mid-west?

How much of the Celtic background of the Irish is still alive and being cultivated in New York City today?

What have been some of the cultural contributions and achievments of the Irish-Americans?

Background Information

The history of the Irish people has been colorful, dramatic and tragic. In ancient times the mist-covered mountainous island called Erin was the domain of men and women who shared a Celtic background and language with their neighbors on the larger island we now call Great Britain.

In 432 a zealous young Christian priest named Patrick landed in Ireland, converted the people to Christianity, and changed the course of their history. The Irish monasteries became cultural centers of Europe.

By the sixth century Irish monks had amassed a vast collection of artwork and manuscripts. Although most of their churches and monasteries were destroyed during the invasions by the Norsemen, some artifacts and books were preserved -- notably the Book of Kells, a stunningly illuminated copy of the Latin Bible.

In the twelfth century, the rule of the Irish by England began.

There is barely a moment in Irish history that is not tinged with some degree of bitterness toward their British conquerors -- the Treaty of Limerick, Cromwell's massacres, and the suppression of the Easter Week uprising are only a few examples.

The Irish share with other ethnic groups who have emigrated to the U.S., a history of struggle and deprivation in their native land.

The Irish eventually began to flee from Erin. Today there are about three million people in Ireland itself, while there are probably ten times that many people of Irish ancestry living throughout the world -- especially in Australia, New Zealand, Great Britain, Canada and the United States.

Today there are probably more than 20 million Americans who have some Irish ancestry. From 1820 to 1910 the total Irish immigration into the United States was about 4,212,000. Nearly 1,700,000 Irish immigrants came to this country in the period 1840-1859, mainly as a result of the repeated failures of the potato crop.

Like other European immigrants in America in the 19th century, the Irish encountered discrimination and prejudice, worked as unskilled labor in the meanest and hardest jobs on road building gangs, canal projects, and in the building of railroads. Almost all lived in dire poverty in lowly slums. The Irishman of the 19th century, however, hardly exists except in the imagination. Most of his children and grandchildren have graduated to the ranks of the clerks, salesmen, professors, businessmen and lawyers of America.

Wherever the Irish have fled, they have taken their culture with them -- their songs, their dances, their love of poetry and story-telling. Ireland, once called the "Isle of Saints and Scholars," has produced men and women who have kept their love of homeland wherever they have lived in the world.

Activities

Planning A Special Program

An assembly program for Irish culture week might include some of the following items:

. Singing of familiar Irish folk songs.

. Dramatization of a one-act play about Ireland. For something light and pleasant, The Doctor from Dinsmore is suggested. For more serious fare, Riders to the Sea would be very challenging.

. Recitation of a famous piece of Irish oratory (e.g., Robert Emmet's speech before his execution, John F. Kennedy's inaugural address, any of O'Connell's speeches) or poetry (e.g., Thomas Moore, Patrick Pearse).

. A demonstration of Irish step dancing or square dancing.

. A medley of songs from the Irish vaudeville era ("My Wild Irish Rose," "When Irish Eyes Are Smiling," "Sweet Rosie O'Grady," etc.)

. A medley of songs by Victor Herbert.

. A recapitulation of some Irish vaudeville humor of the turn of the century era (e.g., Gallagher and Sheen; or radio humor (e.g., Fred Allen).

"Father Charlie." An album of Irish music by Father Charles Coen of Staten Island, featuring the children of St. Paul's and St. Joseph-St. Thomas singing in Gaelic. Green Linnet Records. 70 Turner Hill Road. New Canaan, Conn. 06840

BULLETIN BOARDS AND DISPLAYS AROUND THE SCHOOL

Cut out ads for Irish exports and make a bulletin board display of the pictures -- products such as wools, crystal, jams, stout, whiskey, china and shoes.

. Display coins and stamps of Ireland from the collections of various students and staff. Notes under each item should explain the significance of the design.

. Using travel posters, make a bulletin board of scenes in Ireland today.

. Make a display in the library of books about Irish people and their history.

In-Class Activities

Communication Arts

Every March 17 since 1762 there has been a St. Patrick's Day Parade in New York City. Write a letter to a friend who lives in another place describing the parade.

Write a letter to the United Irish Counties Association (see Resources) requesting information and application blanks for the FEIS (pronounced

"fesh") competition held in June. There are competitions in singing, dancing, piano, violin, harp, warpipes, public speaking, drama and Celtic art. Anyone may enter.

Research the meanings of Irish first names of friends and classmates (e.g., Sean means John, Seamus means James, Siobhan means Joan, Maureen means the "little mighty one").

Make an oral report on an issue of some Irish American newspaper (The Irish Echo, The Irish World). What kinds of stories does the paper feature? Why is there a need for these newspapers in New York City?

Literature

In the 18th century Jonathan Swift wrote a bitter piece of satire called "A Modest Proposal" in which he suggested that the solution to the problems in Ireland would be to have everyone cook and eat their babies. Suppose a magazine writer today published such a piece about Cambodia. How would you react? What kind of letter would you write to the magazine?

Since the Irish Renaissance movement in the 1920s, the speaking of Irish has been encouraged. Develop a vocabulary list of Gaelic words used often (e.g., hello, goodbye, how are you).

Read The Bigger Giant and act out the stories of Fin McCool and Cuchulain. Illustrate the story on acetate film (elementary school).

Choose a poem, play or story by an Irish writer (James Joyce, Sean O'Casey, Frank O'Connor,

George B. Shaw, Samuel Beckett, William B. Yeats) or an Irish-American writer (Eugene O'Neill, F. Scott Fitzgerald, John O'Hara, or James T. Farrell). Analyze the piece in terms of its reflection of Irish culture in America or in Ireland.

Music/Dance

Play a recording of "The Chieftains." Try to identify the instruments they are using (the harp, the troubador, the tin whistle, the accordion, the flute, the drum, the violin). Why do you think this group of folk musicians has become internationally popular with young people?

If there is a student in the class who knows a simple Irish dance, ask him or her to teach a few steps to classmates (the jig, the stack of barley, the Siege of Ennis.)

Arts and Crafts

Study a copy of the Book of Kells. Pretend you are an Irish monk and try to produce your own initials in the style used in that book.

Research the clan affiliations of various tartan plaids. Match the plaid with the name of its clan. Make a plaid design of your own or make a display of snatches of plaid wools from a fabric distributor.

Study the rules for competing in the Celtic Design competition of the Feis.

RESEARCH, REPORT, AND DISCUSSION TOPICS

Research the rules of Irish football (called hurling).* How does it differ from American football?

Daniel O'Connell, architect of the Catholic Emancipation in Ireland, led a non-violent mass movement in Ireland. Compare his tactics with Martin Luther King's protest for civil rights.

Research NINA (No Irish Need Apply) in the nineteenth century United States. Compare and contrast with discrimination against the other immigrants in the nineteenth and twentieth centuries.

Hold debates on the conflict in Northern Ireland; e.g., Resolved: Great Britain Should Withdraw from Northern Ireland or Resolved: Northern Ireland Should Become a Part of The Republic of Ireland.

Compare and contrast the forced relocation of the Irish to Australia with the enslavement and forced relocation of the Africans to North America.

Read and report on "The Voyage of the Brendan" in the December 1977 issue of National Geographic.

*An interesting article on hurling in New York City is found in "The Talk of the Town" section of New Yorker magazine, October 29, 1979, pp. 30-32.

Recently the European Court of Human Rights ruled that the government of Great Britain has been guilty of inhuman and degrading treatment in the interrogation techniques used in Northern Ireland. How do you think the President of the United States should react to this ruling?

The Irish are classified as a Celtic people. Investigate and discuss the origins, influence and contributions of the Celtic people.

Research and report the man-made and natural causes of the great famine in Ireland in the 1840's. Investigate the political, economic and social results for Ireland, Great Britain and the United States.

Research and report the history of English domination of Ireland. Relate this historical information to the current conflict in Northern Ireland.

Research the Irish "seisun" (a jam session of music, poetry and storytelling).

Compare the Irish Dail and Seanad with our House of Representatives and Senate.

SOME OUTSTANDING MEN AND WOMEN IN IRISH HISTORY

Boru, Brian	(11th century)	Became king of Ireland in 1002 and defeated the Norsemen in 1014
O'Connell, Daniel	(1775-1847)	Political leader, parliamentarian and leader in cause of Irish freedom
Pearse, Patrick	(1879-1916)	Writer, educator and revolutionary; leader of 1916 uprising
Yeats, William Butler	(1865-1939)	Irish poet and dramatist, leader of the Irish Renaissance movement in literature
Gregory, Lady Augusta	(1852-1932)	Playwright and producer of the Irish Renaissance movement
Shaw, George Bernard	(1856-1939)	Dramatist, critic, essayist and lecturer; his play Pygmalion was the basis for My Fair Lady.
Moore, Thomas	(1779-1852)	Poet of the romantic period; many of his poems have been set to traditional melodies.
de Valera, Eamon	(1882-1975)	President of the Republic of Ireland; active in Irish government until 1975; New York-born
McCormack, John	(1884-1945)	Irish-born American operatic and concert tenor
Beckett, Samuel	(1906-)	Expatriate Irish playwright and novelist; Nobel Prize for literature, 1969
Joyce, James	(1882-1941)	Author of Ulysses; revolutionized the form of the modern novel

SOME OUTSTANDING IRISH-AMERICANS

O'Neill, Eugene	(1888-1953)	American playwright; winner of Nobel and Pulitzer Prizes. Wrote The Iceman Cometh.
O'Hara, John Henry	(1905-1970)	American journalist, novelist and short-story writer; Ten North Frederick won him National Book Award.
Fitzgerald, F. Scott	(1896-1940)	Novelist; author of The Great Gatsby
Farrell, James T.	(1904-)	Novelist; author of Studs Lonigan
Kennedy, John F.	(1917-1963)	35th President of the United States; assassinated in 1963
Kennedy, Robert F.	(1925-1968)	U.S. Attorney General (1961-64); assassinated in 1968 while seeking presidential nomination
Hayes, Helen	(1900-)	One of America's most respected actresses
Herbert, Victor	(1859-1924)	Composer; operettas such as Sweethearts and Babes in Toyland
Smith, Alfred E.	(1873-1944)	Political leader; governor of New York State
Moynihan, Daniel P.	(1927-)	Scholar, ambassador and senator; noted for his work on minority groups

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*Available from Irish Book Center, 245 W. 104th St., New York, NY 10025

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Woodham-Smith, Cecil. The Great Hunger. New York: The New American Library, 1962.

*Yeats, W.B. ed. Fairy and Folktales of Ireland. Published in 1892 - Reprinted 1973.

Audio-Visual Listings

FILMS

Available through Consulate General of Ireland, 580 Fifth Avenue, New York, New York 10036.

Cradle of Genius (16 mm sound black/white 27 min) Presents the Abbey Theater and includes recordings of Yeats, O'Casey, Synge, Barry Fitzgerald, and F.J. McCormick.

"Invitation to Art." (Black and white. 25 min.)

"Ireland." (Color film of rural Ireland) Directed by Colm O. Laughaire, 1968.

No More Yesterdays (16 mm sound color 25 min) A look at the Ireland of 1965. British Pathe, 1965.

* Available from Irish Book Center, 245 West 104th St., NYC 10025.

Shannon: Portrait of a River (16 mm sound color 27 min) This film traces the course of the Shannon River from source to estuary, including life along the river. Also shown are monuments and ruins along its banks. The film ends at a large industrial complex at Shannon and the International Airport, 1972.

These Stones Remain (16 mm sound color 27 min.) Irish stone carving from the earliest times to the 19th century, as seen in its natural surroundings with many locations in the west of Ireland, 1972.

Welcome, Mr. President (16 mm sound 68 min.) President Kennedy's visit to Ireland, 1963.

Available from the Office Of Library, Media and Telecommunications, 131 Livingston St., Brooklyn 11201.

Irish Republic: A Profile (color, 22 min.) Modern Ireland, its economy and politics. Irish history, landmarks and famous people of Irish descent.

Media Resources

PUBLICATIONS

The Irish World. Irish World and Gaelic-American Newspaper Corp., 853 Broadway, New York, N.Y. Telephone: 677-6060

The Irish Echo. Irish Echo Newspaper Corp., 1860 Broadway, New York, N.Y. Telephone: 582-5750

*Films are available at a charge of $5.00 per reel to subscribers and non-subscribers.

Resources

American Irish Historical Society		991 Fifth Ave., N.Y.C.	
Consulate General of Ireland	Ms. Margaret McNicholl	580 Fifth Ave., N.Y.C. 10036 245-1010	22 films and 1 set of slides are available at no charge, except for postage. Films must be booked well in advance of showing date. Requests must be made on school stationery and films must be returned immediately after use by priority mail. Questionnaires are sent with the film. The Consulate requests that you kindly return these forms as soon as possible.
Gaelic Society	Dr. Carl Wiedmann	Department of Psychology John Jay College 445 W. 59 St., N.Y.C.	Society sponsors Irish Language classes on Friday evenings.
Genealogical Office		Dublin Castle Dublin, Ireland	
Emerald Society		Board of Education P.O. Box 1182 Brooklyn, N.Y. 11201	
Irish American Cultural Institute	Mr. Declar O'Sullivan	Lincoln Center Fordham University Columbus Ave. & W. 60 St. N.Y.C.	A series of lectures on Irish topics is presented. Participation is free. For further details, write to Mr. O'Sullivan at the New York Committee for the Irish Fortnight, 601 East 20 St., New York, N.Y. 10010.
Irish Arts Center		553 W. 51 St., N.Y.C.	Free courses given
Irish Book Center		245 W. 104 St., N.Y.C. 10025 866-0309	Mail or telephone orders only
Irish Teachers Association	Rosemary Lombard, President	326 W. 48 St., N.Y.C. 10036 265-4226	Sponsors an annual cultural conference in the Fall (November) at St. Francis College, Brooklyn, N.Y.
Irish Tourist Board		590 Fifth Ave., N.Y.C. 10036	
Irish Tourist Board		681 Market St., San Francisco, Calif. 94105	"From Ireland With Love," a magazine with numerous full color photographs is useful as an "armchair" tour guide of Ireland. For the magazine and/or colorful map write to the Tourist Board. Materials are free.
Tribune Films, Inc.		38 W. 32 St., N.Y.C. 10001 594-5287	Films of the Irish Tourist Board
UFT Irish American Studies Committee		270 Park Avenue South, N.Y.C. 10010	

United Irish Counties Association of New York	John Carroll, President	326 W. 48 St., N.Y.C. 10036 265-4226	Sponsor and organizer of the annual Feis competitions held in Yonkers. Deadline for 1979 entry is May 11, 1979.

Individuals

Dr. James Blake	English Department Nassau Community College, Stewart Ave., Garden City, N.Y.
Brother Henry Cuddy, O.S.F.	St. Francis College 180 Remsen St., Brooklyn, N.Y.
Dr. David H. Greene	English Department New York University Washington Square, N.Y.C.
Dr. William Griffin	History Department St. John's University Jamaica, N.Y. 11435
Dr. Daniel Murphy	English Department Baruch College of CUNY 17 Lexington Ave., N.Y.C.
Dr. Joseph O'Brien	History Department John Jay College 445 W. 59 St., N.Y.C.
Dr. Maureen O'Connell	History Department Fordham University 3rd Ave. & E. Fordham Rd., Bronx, N.Y.
Prof. Y.J. Sencer	Art History Department Fashion Institute of Technology 227 W. 27 St., N.Y.C.
Dr. C.C. Weston	History Department Lehman College of CUNY Bedford Park Blvd. & Goulden Ave., Bronx, N.Y.

Greek Heritage and Culture Themes

Why is ancient Greece called the "cradle of democracy"?

How have the art, architecture, and drama of ancient Greece influenced Western civilization?

In what ways can we contrast and compare the cultures of modern and ancient Greece?

How is the culture of modern Greece expressed in its folkcrafts, literature, and music?

How do Greek-Americans maintain their ethnic identity?

What are some individual contributions of Greek-Americans?

Background Information

Greece is the birthplace of Western civilization. In the valleys and cities of the peninsula and the islands of the Aegean Sea, the ancient Greeks contributed enormously to the government, theater poetry, historical writing, architecture, sculpture, philosophy, science, and mathematics of Western culture. They developed characteristics that remain essential for living in a democracy - a striving for individual excellence, confidence in the power of reason and belief in man-made law.

Conquered by the Romans and dominated by the Turks for many centuries, Greece, the cradle of democracy, did not achieve national independence until 1821. In the nineteenth and twentieth centuries the Greek people struggled against absolutism and military dictatorship. Recently Greece returned to civilian and democratic rule.

In the early nineteenth century, when Greeks fought unsuccessfully for their independence from Turkish rule, Americans helped the Greek cause and aided some political refugees to escape to the United States.

Since 1880 more than 600,000 Greeks have emigrated to America. A large number, over 185,000, came between 1880 and 1910. Thousands of political refugees came in 1914 as a result of the Balkan Wars in Europe. The American immigration quota laws limited severely the number of Greeks entering in the 1920s and 1930s. After World War II, thousands of refugees and displaced persons of Greek origin were admitted. As a result of recent changes in the quota system, immigration from Greece has increased dramatically. Greek communities in New York City(such as Astoria in Queens) have grown substantially in population. Other large Greek communities in New York City are Bay Ridge in Brooklyn and Washington Heights in Manhattan.

In the early period, 1880-1910, men often came without their wives or families. They worked hard and saved their money in order to return to Greece for a bride, or to bring their families here. Most men worked in the textile mills and shoe factories of New England, the iron mines of Michigan, and the coal fields of Ohio and Pennsylvania.

Among Greek immigrants, the desire to own a business and achieve economic independence was very strong. Many scrimped and sacrificed and saved enough money to open a retail shop: candy store, soda fountain, restaurant, flower shop, fruit stand, shoeshine parlor, movie house. Because of success in small businesses, Greek-Americans were sometimes the targets of their neighbors' hostility and resentment, particularly in times of economic recession.

Like other immigrant groups, Greek-Americans assimilate into the American mainstream while maintaining their cultural heritage. Greek language programs are broadcast on the radio and television, and Greek language newspapers are sold in many cities. The Greek Orthodox Church often serves as a social as well as a religious center for entire families.

Activities

Planning A Special Program

MARKING A HERITAGE DAY

The Greek Heritage and Culture Week should be initiated in a school-wide assembly program and further developed in different subject areas. The former could consist of:

- guest speakers from Queens College (520-7035)
- songs and dances of Greek origin presented by bilingual students
- short scene(s) from a Greek drama such as Antigone or a comedy such as The Birds.

Special school-wide activities could include projects such as a food booth with Greek popular music playing, and typical foods served: mousaka, souvlaki, spinach pie, baklava, feta cheese. Space could be left near the food booth for dancing. Students could teach visitors circle dances.

Craft exhibits could feature

- Displays of student-made collages on the architecture of Greece.
- A mural with the figures of Greek gods and goddesses with a description of aspects of human life over which each presided.
- Storyboard illustrations of myths, such as "Phaeton and Apollo" and "The Labors of Hercules."
- A storytelling area where students tell other myths, such as "Orpheus and Eurydice," "Eros and Psyche," to small audiences at set times.

In-Class Activities

COMMUNICATION ARTS/SOCIAL STUDIES

- Create a pictorial essay of a street illustrating Greek architecture. Accompany this with written comments or paragraphs about a building, its colors, size, shape, ornamentations, etc.

- Develop through improvisation a 15-minute TV drama between a teenager and "old-timer" in which their different values and customs are revealed.

- Write a letter from a young immigrant girl in the early 1900's who is working in a sewing shop, in New York, to her family in Greece.

- Show a film or see a play pertaining to Greek culture, followed by reviews for a real or imagined school newspaper.

- Write to a real or imaginary pen pal in Greece, discussing those features of life in New York or America that you think would interest him/her. A real person's name might be obtained by contacting UNESCO at the United Nations.

- Present an imaginary speech made by some Greek statues in the Metropolitan Museum of Art.

- As a class, compile a list of English words derived from ancient Greek -- e.g., democracy, metropolis, geology, catastrophe.

- Interview Greek-American workers in various occupations, focusing on reasons for their choice.

Learn a simple dialogue in modern Greek. This one is written phonetically since the Greeks use a different alphabet from ours:

Kalli-mera!	Good afternoon
Pos - issay?	How are you?
Polli Kala, Efgharisto	Very well, thank you!
Pou pighenis?	Where are you going?
Pighenoosto peneghiri.	I am going to the festival.

ARTS AND CRAFTS

Make helmets in the style of ancient soldiers of one of the Greek city-states: Sparta, Mycenae, Athens.

Mold with clay or playdough a tabletop map of Greece, with some of the most famous shrines designated by small flags, with names and/or pictures: Delphic oracle, Athenian theater, plain of Marathon, the palace of Knossos in Crete.

View pictures of Minoan art. Write a story or poem about the "bull-dancers."

Draw or paint some of the folk costumes for different areas in Greece.

Using various materials, create dioramas showing a small section of rural Greek land, olive groves and vineyards, sheep grazing, fishing boats off-shore.

As a small group project, create an imaginary Acropolis out of clay or playdough, with temples dedicated to gods and goddesses.

Make your own masks for characters in an ancient Greek play.

RESEARCH, REPORT AND DISCUSSION TOPICS

Investigate Greek holidays and festivals, and write description in paragraphs or short compositions.

Write and present brief biographies or descriptions of the achievements of important historical figures and contemporary Greek-Americans. (See chart for suggestions.)

As a group project, research the ancient Olympic games, and compare them with the modern games - What new sports have been added? What are some significant developments in various sports?

Discuss how Athenian democracy was similar to and different from our own.

Locate and list buildings in the Greek revival style in New York City, and/or research the period in the United States.

Compile a list of names from Greek mythology that are in current use: space project, restaurant, and theater names, etc.

Research the life and background of Odysseas Elytis, 1979 winner of the Nobel Prize for literature.

SOME OUTSTANDING MEN AND WOMEN IN GREEK HISTORY

Homer	(fifth century BC)	Blind poet, wrote Iliad and Odyssey
Aeschylus	(524-456 BC)	Dramatist; earliest writer of tragedies with many characters.
Aristophanes	(448-380 BC)	Writer of comedies, notably The Birds, The Frogs and The Clouds.
Sophocles	(496-406 BC)	Wrote 120 plays; only seven tragedies survive; notably Electra, Antigone, and Oedipus Rex.
Pericles	(495-429 BC)	Leader and statesman who made Athens the cultural center of the world.
Sappho	(6th century BC)	Poetess and noblewoman who ran school for girls; sapphic meter is named for her.
Xenophon	(430-354 BC)	Soldier, essayist and historian; marched into Persia in 401 with Cyrus.
Herodotus	(484-424 BC)	Father of history; wrote nine books of history of Mediterranean countries.
Plato	(429-347 BC)	Philosopher; recorded works of Socrates; taught Aristotle and left first systematic body of knowledge
Alexander the Great	(356-323 BC)	Greatest general in ancient history; conquered most of the then-known world; died at 32.
Venizelos, Eleutherios	(1864-1936)	Statesman active from 1910 to 1925; negotiated for Greece at Versailles Treaty meetings.
Metaxas, John	(1871-1941)	General, dictator who supported the royalists.
Mercouri, Melina	(1925-)	Internationally famous actress (Never on Sunday); active in Greek politics.
Seferis	(1900-1971)	Outstanding Greek writer and diplomat; won Nobel Prize in Literature, 1963.

SOME OUTSTANDING GREEK-AMERICANS

Papanicolaou, George	(1883-1962)	Developed "Pap Test" to detect cancer in women.
Dukakis, Michael		Former governor of Massachussetts
Horner, Matina Souretis		President of Radcliffe College; has done studies on women's attitudes toward success.
Katsoyannis, Panyotis		Responsible for research which produced life-saving insulin therapy.
Savalas, Telly A.		Popular actor of films and television (Kojak)
Mitropoulos, Dmitri	(1896-1960)	Conductor of Minneapolis Symphony Orchestra from 1937; composer.
Callas, Maria	(Died 1977)	Internationally famous dramatic soprano; remembered for her portrayal of Medea.
Kotzias, George		Scientist who developed the most effective drug for treating Parkinson's Disease.
Yannes, Dr. Joannis Vassilyou		Scientist at Massachussetts Institute of Technology
Nicholas, Dr. James		Physician for the Knicks and the Jets; research on how athletes can avoid injuries.
Cassavetes, John		Actor, producer, director.

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FOR HIGH SCHOOL

Aristotle. On Poetry and Style. Indianapolis, Ind.: Bobbs-Merrill Co., Inc. 1958. (grade 12)

Buchanan, Scott, ed. Portable Plato. New York: Viking Press, 1962. (grade 12)

Demetrios, George. When Greek Meets Greek. New York: Arno Press, 1947. (grades 9-12)

Euripides. Medea. Fair Lawn, N.J.: Oxford University Press, 1969.

_____ Hippolytus. Fair Lawn, N.J.: Oxford University Press, 1902.

_____ Trojan Women. Fair Lawn, N.J.: Oxford University Press, 1915.

Hamilton, Edith. The Greek Way. New York: Avon Books, 1973. (grades 9-12)

_____ ed. Collected Dialogues of Plato. Princeton, N.J.: Princeton University Press, 1961. (Grades 11-12)

HANAC (Hellenic American Neighborhood Action Committee) - "The Needs of the Growing Greek-American Community in the City of New York." A study prepared for the City of New York, 1973. (grades 10-12)

Kazantzakis, Nikos. Zorba The Greek. New York: Simon and Schuster, 1953. (grades 9-12)

Saloutos, Theodore. Greeks in America. New York: Teachers College Press, 1967. (grades 9-12)

Sophocles. Antigone. New York: Harcourt Brace Jovanovich, 1955. (grade 12)

_____ Oedipus Rex. New York: Harcourt Brace Jovanovich, 1955. (grade 12)

Starr, Chester. The Origins of Greek Civilization. New York: Knopf, 1961. (grades 9-12)

Audio-Visual Listings

FILMS

AVAILABLE FROM OLMT*

Office of Library, Media and Telecommunications
131 Livingston Street
Brooklyn, New York 11201
596-5914

*Films are available at a charge of $5.00 per reel to subscribers and non-subscribers.

Discovering Music of Middle East. (color-21 min.) (2 reels, Int., H.S.) Similarities of much of the music of the Middle East and Balkans are traced back to the spread of Mohammedanism. Such instruments as the oud, santir, qanun, cimbalum and dumbek are introduced and played.

Greek Myths, The. Part I - Myth as Fiction, History, and Ritual (color-27 min.) (3 reels, H.S.) Explores myth as primitive fiction, history in disguise and the outgrowth of prehistoric ritual. Shows how mythology, refined and adapted, becomes a source for literature, art and music.

Greek Myths, The. Part II - Myth as Science, Religion and Drama (color-27 min.) (3 reels, H.S.) Uses dramatizations and animation to present Greek myths as representing primitive science, primitive psychology, early attempts to understand the origins of the universe and as a basis for drama and religious inquiry.

Nikkolina. (28 min.) Young Nikkolina does not share her Greek father's feeling for their old-world heritage, and resents his insistence that she take part in the traditional ceremonies involved in a family wedding-especially since it means she must miss a figure-skating contest for which she has practiced for months. What happens when her Aunt Sofia arrives from Athens makes a delightful story revealing that mutual understanding can go a long way in bridging the generation gap.

Niko: Boy of Greece. (color-21 min.) (2 reels, Int.) Shows the influence of environment and

tradition upon the behavior and development of a Greek boy.

Odyssey, The: The Structure of the Epic, I. (color-28 min.) (3 reels, H.S.) In this film, Gilbert Highet helps unravel the complexity of the poem to expose three interlocking tales: first, the story of Odysseus' escape from the lonely island and his return to Ithaca; second, the story of his young son, Telemachus, and his growth to manhood; and third, a long flashback which recounts Odysseus' adventures during his wanderings.

Odyssey, The: The Return of Odysseus, II. (color-26 min.) (3 reels, H.S.) This film focuses upon Odysseus' activities after his return to Ithaca and the manner in which these actions slowly reveal his true character.

Odyssey, The: The Central Themes, III. (color-29 min.) (3 reels, H.S.) Highet shows that the three diverging themes pervading the Odyssey are based on a moral truth: even against terrible odds, intelligence will win if it is combined with bravery and determination.

Orpheus and Eurydice. (color-10 min.) (1 reel, H.S.) Puppets are used to tell the classic Greek legend of the minstrel Orpheus and his descent into Hades in quest of his lost bride, Eurydice.

Possibly So, Pythagoras. (color-14 min.) (2 reels, Int.) This film investigates the Pythagorean theorem through inductive experimentation as well as through formal deductive proof. Only by use of the animated motion picture, as in this film, can the student watch triangles continually change.

FILMSTRIPS

"Ancient Greece " (a series of 4 color filmstrips plus 2 records) Themes: Aegean Civilization, Athens and Sparta, Athens' Golden Age, City States at War. Coronet Instructional Media, 65 East S. Water Street, Chicago, Ill. 60601

"Splendor from Olympus " Multi-Media Program about Greek Mythology. EMC Corporation, Publishers, 180 East 6 Street, St. Paul, Minn. 55101.

"Parthenon and the Acropolis, The " (color filmstrips with captions, Teachers' manual) Educational Filmstrip, Huntsville, Texas.

"Seeing Greece: Ancient and Modern " (4 color filmstrips plus 2 records) Theme titles: Rocky Peninsula, A Seafaring Nation, Village Life, Athens and its Heritage. Coronet Instructional Media, 65 East S. Water Street, Chicago, Ill. 60601.

Media Resources

PUBLICATIONS

Hellenic Times, 441 Lexington Ave., New York, N.Y. 10017. Telephone: 986-6881 (English Weekly)

Proini, Greek-American Daily Newspaper; 9 East 37th Street, New York, N.Y. 10016. Telephone: 578-4480 (Greek/English Daily)

The National Herald, Daily Newspaper; 257 Park Avenue South, New York, N.Y. 10010. Telephone: 477-2550

Resources

Center for Byzantine and Modern Greek Studies	Harry J. Psomiades, Director	Queens College of CUNY 153-06 61st Road Flushing, N.Y. 11367 520-7035 (after 11:30 a.m.)	College students available to teach songs, dances, make short lectures, dramatic presentations. Two weeks' advance notice for visits.
Community School District 30	Dr. Vivian Anemoyanis, Supervisor	Queens Bilingual Office, 36-25 Crescent St., Long Island City, N.Y. 11106, Room 311 729-7226	
Greek National Tourist Organization		645 Fifth Ave., N.Y.C. 421-5777	Posters
Hellenic American Neighborhood Action Committee-HANAC		55 W. 42 St., N.Y.C. 840-1380	Statistical information
Hellenic American Educators Association	Ms. Mary Kojes, President	155-24 Cherry Ave., Flushing, N.Y. 11355	
New York City Committee on Greek Heritage Week	Ms. Connie Lekas, Consultant	1521 11th Ave., Brooklyn, N.Y. 11215	
Regional Bilingual Training and Resource Center	Ms. Carmen Velkas, Director	N.Y.C. Board of Education, 131 Livingston St., Room 224, Brooklyn, N.Y. 11201 858-5505	Greek kit for teachers

Individuals

Father Angelo Gavalos	Three Hierarchs Church, Ave. P and East 18 St., Brooklyn, N.Y.
Dr. Constantine Georgiou Specialist in Children's Literature	English Department, New York University, Washington Square, N.Y.C.
Prof. Peter Zaneteas	Classics Department, Brooklyn College of CUNY Ave. H and Bedford Ave., Brooklyn, N.Y. 780-5191

Pan-American Heritage and Culture Themes

How does the geographic diversity of the Western Hemisphere contribute to the economic and cultural diversity of the Pan-American nations?

How have the various ethnic groups who came to the Western Hemisphere contributed to the cultures of Pan-American countries?

What vestiges of great pre-Columbian civilizations can still be seen in our hemisphere?

Why is it important for Pan-American nations to maintain programs of unity and mutual help?

Background Information

The celebration of Pan-American Heritage and Culture Week has a double purpose. One goal is to recognize and support the original concept of mutual needs and cooperation among the nations of the Americas, which is the meaning of Pan-American Day. The other purpose is to recognize the contributions and to understand the diverse cultural and ethnic heritage of those Americans whose roots are Latin American.

The Inca civilization in South America flourished for about four hundred years, beginning around 1100 when it became the major Indian empire throughout the Central Andes. What is now Brazil was brought under Portuguese control with the arrival of Pedro Alvares in 1500. With Francisco Pizzaro's conquest of the disintegrating Inca empire, and Hernando Cortez's conquest of the Aztecs, Spain became the leading European power in South and Central America. Spanish rule lasted about four hundred years.

In the early nineteenth century, a series of liberators, among them José de San Martin, Simon Bolivar, Antonio de Sucre, and Bernardo O'Higgins, gained independence for many South American countries. The Central American countries became independent nations during the first half of the nineteenth century.

As each country struggled with its own political, economic and social problems, attempts were made to increase cooperation throughout the Americas. The Pan-American Union was formed on April 14, 1890. To commemorate this event, April 14 was set aside as Pan-American Day.

In 1948 the Organization of American States became the new organization for pan-American relations. Today this group, which includes several Caribbean islands, works to promote international cooperation among member countries.

Additional suggestions for Pan-American Week activities may be found in booklets compiled by School District 7 and School District 10, both in the Bronx.

During Pan-American week, students are asked to note the cultural and linguistic diversity of all the countries of the western hemisphere who are members of the Organization of American states.

Argentina
Barbados
Bolivia
Brazil
Chile
Columbia
Costa Rica
Cuba
Dominican Republic
Ecuador
El Salvador
Grenada
Guatemala
Haiti
Honduras
Jamaica
Mexico
Nicaragua
Panama
Paraguay
Peru
Puerto Rico
Surinam
Trinidad & Tobago
United States
Uruguay
Venezuela

* Additional suggestions for Pan-American Week activities may be found in booklets compiled by Community School District 7 and Community School District 10, both in the Bronx.

Activities

Planning A Special Program

About four weeks in advance, begin to plan a Pan-American day Fair. The day might begin with an outdoor function such as planting a Peace Tree or Peace Garden. Part of that day might be an assembly program of Latin-American and Caribbean songs and dances planned by the drama and music departments.

One of the booths at the fair might offer instruction in the native dances of the Caribbean or Latin America. Parents and students can work together on setting up a Pan-American food booth. Eatables can be prepared at home or in school's home economics kitchen -- depending on facilities. Some suggested foods might be ropa vieja, sancocho, tamales, enchiladas, empanadas, assorted sweets and cookies as well. (A canvass of the national backgrounds of children in the school will make this kind of booth easier to handle.)

Student displays throughout the building prepared especially for Pan-American Day visitors might include:

. bulletin board of flags and pictures of the Pan-American countries (see list of Resources)

. a parent, student or teacher may present a slide show of his or her recent visit to one of the Pan-American neighboring countries

. relief maps (made with papier mâché or plaster) or the topography of some of the countries in the Pan-American area

. an earth model of a fazenda (coffee plantation) in Brazil

. bulletin board of newspaper clippings of current events in Pan-American countries

. display of craft items lent by students and staff (masks from Peru, wood carvings from Haiti, woven shawls from Guatemala, pottery from Mexico, etc.)

. announce winner of the "Matching Contest" which has been run for the past few weeks. (Contest could consist of matching all the Pan-American countries with their national flower, chief export, President, or flag.)

Throughout the week, classes should be taken on field trips to museums or resource sites to learn more about art, history, and music of selected Pan-American countries.

In-Class Activities

The following activities can be implemented without necessarily leading up to a big Pan-American Day celebration:

Assign each student the name of one Pan-American country to research. (For example, Chile is probably derived from the Indian name for "place where the world ends." Jamaica was called Xamayca (land of woods and streams by the Arawaks.)

. Organize a "pen pal" club. Teachers may write for further information to People-to-People Program (see resources).

. Language-dictionary skills lesson. Assign a list of words used in English which have their origin in the languages of other Pan-American countries. Some suggestions are:

charro
mariachi
yerba mate
serape
Tango
mambo
maracas
gaucho
poncho
huaraches
rhumba
cueca
quenca

Add any others you may find suitable. Students will look up meanings and etymological derivation.

. Encourage students with good speaking voices to participate in a brief program of recitation of poetry and proverbs of Pan-America. (For sources see Spanish American Poetry and The Wit and Wisdom of the Haytians (sic) listed in bibliography.

. Students can plan and present a program of first-hand experiences at Pan-American spectaculars: bullfights, street fairs, horse races, independence day celebration, etc.

. Through film (Viva Zapata) or novel (The Underdogs) or play (The Ring of General Macias) or biography (Pancho Villa), introduce the character of the Mexican revolutionary. Is he bandit or hero? Fool or prophet?

TOPICS FOR RESEARCH

Some topics for social studies reports (written and/or oral) suitable for students above the fourth grade are as follows:

. Have indigenous people of Latin American and Caribbean countries kept alive their own cultures in spite of foreign influences?

. How Christmas is celebrated in _____

. Latin Soul and American Rock -- are they related?

. A review of the recent musical EVITA.

. A list of theatrical opportunities at Off-Off Broadway theatres for class groups interested in Pan-American plays. (See Theatre Development Fund in Resources.)

SOME OUTSTANDING PAN-AMERICAN MEN AND WOMEN

Field	Name	Country of Origin	Special Accomplishment
Actors	Ricardo Montalban	Mexico	Many films and television programs; currently in Fantasy Island.
	José Ferrer	Puerto Rico	Won an Oscar for his portrayal of Cyrano de Bergerac; many film credits.
	Eric Estrada	Puerto Rico	Currently seen in television program CHIPS.
Athletes	Roberto Clemente	Puerto Rico	Outstanding baseball player who was elected to the Hall of Fame in 1973; died tragically while on errand of mercy to Guatemalan earthquake victims.
	Orlando Cepeda	Puerto Rico	MVP of 1967; overcame childhood disabilities to become great baseball player.
	Nancy López	Mexican-American	Women's tennis champion.
	Pancho González	Mexico	International tennis champion.
Government	Andrés Bello	Chile	Founder of University of Chile.
	Domingo Sarmiento	Argentina	Schoolmaster president of Argentina; author of Facundo.
	Bernardo O'Higgins	Chile	President of Chile's first independent government; first to abolish slavery.
	Herman Badillo	Puerto Rico	Deputy Mayor of New York City; former Congressman.
	Romana Acosta Bañuelos	Mexico	Treasurer of the United States, appointed in 1971.
Music	Ernesto Lecuona	Cuba	Composer of Siboney, La Cumparsita, Malaguena
	Yma Sumac	Peru	Internationally famous classical singer with phenomenal range.
	Vickie Carr	Mexican-American	Popular singer
	Jaime and Nelly Ingram	Panama	Duo pianists
	Plácido Domingo	Argentina	Internationally famous opera singer

SOME OUTSTANDING MEN AND WOMEN IN PAN-AMERICAN HISTORY (continued)

Patriots	Simón Bolívar	Venezuela	Won freedom from Spain for Venezuela, Colombia, Peru, Bolivia.
	José Martí	Cuba	Philosopher, writer and leader in the cause of Cuban independence.
Writers	José Luis Borges	Argentina	Novelist and short story writer; author of Inquisiciones.
	Horacio Blanco Fombona	Venezuela	Author of En las garras del aguila.
	Hugo Wast	Argentina	Novelist
	Mariano Azuela	Mexico	A doctor in the Mexican Revolution; author of The Underdogs.
	José Quiroga	Uruguay	Author of short stories of horror in the manner of Poe.
	Gabriel Garcia Márquez	Colombia	Author of One Hundred Years of Solitude.
Poets	José Hernández	Argentina	Wrote Martín Fierro, best example of Gaucho poetry.
	Rubén [illegible]rio	Nicaragua	Originator of "modernist" movement in poetry.
	Gabriela Mistral (Lucila Godoy)	Chile	Winner of Nobel Prize for poetry; author of Desolascion.
	Sor Juana Inéz de la Cruz (Juana de Asbaje)	Mexico	17th century nun known for her scholarship, wit, and poetry.
	Alphonsina Storni	Argentina	Outstanding poet, often expressed her feminist views in her poetry.

Bibliography

Alexander, Hartley B. Latin American Mythology. New York: Cooper Square Publications, Inc. 1964.

Arciniegas, German. Latin America: A Cultural History. New York: Alfred A. Knopf, Inc. 1967.

Babin, Maria Teresa. The Puerto Rican's Spirit, Their History, Life and Culture. New York: P.F. Collier, Inc. 1971.

Bailey, Helen Miller, & Cruz, Frank H. The Latin Americans: Past and Present. Houghton Mifflin Co. 1972. (9-12)

Bayitch, Stojan A. ed. Latin America and the Caribbean: A Bibliographical Guide to Works in English. Dobbs Ferry: Oceana Publications. 1967.

Board of Education of the City of New York. The Caribbean-American Experience: The Recent Black Immigrant. Brooklyn: Division of Curriculum and Instruction. 1978.

Burns, Bradford. Latin American Cinema: Film and History. Los Angeles: University of California, Latin American Center. 1975.

Butland, G.J. Latin America: A Regional Geography. New York: Halsted Press. 1973.

Comins, Jeremy. Latin American Crafts and Their Cultural Backgrounds. New York: Lothrop, Lee and Shepard Co. 1974.

Fagg, John E. Latin America: A General History. New York: Macmillan Publishing Co., Inc. 1977.

Fisher, John R. Latin America: From Conquest to Independence. (Young Historian Ser.) John Day. 1972.

Granier, James A. Latin American Belles-Lettres in English Translation. New York: Gordon Press Publications. 1976.

Hanke, Lewis. Latin America: A Historical Reader. Boston: Little Brown & Co., 1974.

Heath, Dwight B. Contemporary Cultures and Societies of Latin America: A Reader in the Social Anthropology of Middle and South America and the Caribbean. New York: Random House, Inc. 1973.

Hitchcock, Henry-Russell. Latin American Architecture Since 1945. New York: Arno Press. 1955.

Interbook, Inc. Latin America: New Paintings and Sculpture. 1969.

Joseph, Joan. Folk Toys Around the World and How to Make Them. New York: Parents' Magazine Press. 1972. (5 & up)

Keen, Benjamin, ed. Latin American Civilization. New York: Houghton Mifflin Co. 1974.

Kramer, Paul & McNicoll, Robert. ed. Latin American Panorama: An Anthology. New York: G.P. Putnam's Sons. 1969.

Landsberger, Henry A. ed. Latin American Peasant Movements. Ithaca: Cornell University Press. 1969.

Interbook, Inc. Latin America: New Paintings and Sculpture. New York. 1969.

Lehman, Leona. Latin American Dances. Bridgeport: Key Books.

Lipset, Seymour & Solari, Aldo. ed. Elites in Latin America. New York: Oxford University Press. 1967.

Martinez, Al. Rising Voices. New York: The New American Library, Inc. 1974.

Nehemkis, Peter. Latin America: Myth & Reality. Westport: Greenwood Press Inc. 1977.

Olien, M. Latin Americans: Contemporary Peoples in Their Cultural Traditions. New York: Holt, Rinehart & Winston, Inc. 1973.

Paz, Octavio. The Labyrinth of Solitude: Life and Thought in Mexico. trans. by Lysander Kemp. New York: Grove Press. 1962. (9 & up)

Quinn, Vernon. Picture Map Geography of Mexico, Central America and the West Indies. New York: J.B. Lippincott & Co. 1965. (4-6)

Resnick, Seymour. Spanish American Poetry: A Bilingual Selection. New York: Harvey House, Inc. 1964. (7 & up)

Rivera, Julius. Latin America: A Socio-Cultural Interpretation. New York: Irvington Publishers. 1971.

Rockefeller, Mrs. John D. Latin American Prints from the Museum of Modern Art. Interbook, Inc. 1974.

Schurz, William L. Latin America: A Descriptive Survey. New York: E.P. Dutton & Co. 1964.

Scott, Robert E. ed. Latin American Modernization Problems: Case Studies in the Crises of Change. Urbana: University of Illinois Press. 1973.

Senior, Clarence O. Our Citizens from the Caribbean. New York: McGraw Hill, Webster Division. 1965.

Young, Bob and Jan. Liberators of Latin America. New York: Lothrop, Lee and Shepard, 1970. (7-12)

Yurchenco, Henrietta. Fiesta of Folk Songs of Spain and Latin America. New York: G.P. Putnam's Sons. 1967.

BOOKS AVAILABLE FROM

Regional Bilingual RESOURCE CENTER
131 Livingston Street
Brooklyn, N.Y. 11201
858-5505

Appel, Benjamin. The Illustrated Book About South America. New York: Grosset & Dunlop, Inc. 1963.

Bowen, David. Hello South America. New York: W.W. Norton & Co., Inc. 1964.

Department of Cultural Affairs, Music Division. National Anthems of the American Republics. Washington, D.C.: Pan American Union. 1949.

Franco, John M. Hispano American Contributions to American Life. Westchester, Ill.: Benefic Press. 1973.

Levine, Harold and the Editors of Life. Central America. New York: Time Inc. 1964.

Audio-Visual Listings

FILMS

Boy of Mexico: Juan and His Donkey. (10 minutes). Picture of Mexican village life. Coronet Films, 65 E. South Water St., Chicago, Ill. 60601.

Yucatan, Land of the Maya. (17 minutes). Available from Walt Disney Films, Educational Media Co., 800 Sonora Avenue, Glendale, Calif. 91201.

Two Peace Corps Projects (Guatamala) (4 minutes) Available from Potter's Photographic Application Company.

Music and Views of Latin America. (16mm films, 2 color slides) For sale or rental. Exploring the scenery, people, ancient and contemporary art of Latin America and the Caribbean. Pan American Development Foundation, Suite 622, 1625 Eye Street, N.W., Washington, D.C. 20006.

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FILMSTRIPS

"Festivals and Holidays of Latin America." (Hispanic Culture Series) Urban Media Materials, Inc. Roslyn Heights, N.Y.

"Panama Canal." filmstrip; available from Stanley Bowman Filmstrips.

"Honduras." filmstrip; available from Stanley Bowman Filmstrips.

"Countries of Central America." Set of 10 filmstrips with taped commentary. Available from Eyegate House Inc., Archer Avenue, Jamaica, N.Y. 11435.

"Mexico in Transition." Set of 7 filmstrips; available from Encyclopedia Britannica Films.

RECORDINGS

The Brazilian Symphony Orchestra. Duo pianists, Jaime and Nelly Ingram. Pan-American Development Foundation, Suite 622, 1625 Eye Street, N.Y., Washington, D.C. 20006.

The Panamanian. Duo pianists, Jaime and Nelly Ingram. Pan-American Development Foundation, Suite 622, 1625 Eye Street, N.W., Washington, D.C. 20006.

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Bolivar: South American Liberator. (color-11 min.) (1 reel, Elem.) Authentic locales in Venezuela, Ecuador, Peru and Colombia form the background of this biography of the liberator whose dream was a united South America.

Brazil: People of the Frontier. (color-16 min.) (2 reels, Elem., Int.) A look into the lives of the people of a frontier village shows something about the problems faced by all pioneers in the interior of a continent including our own.

Mexican Indian Legends. (color-17 min.) (2 reels, Int., H.S.) Includes Indian legends from ancient Mexico which explain the wonders of nature. These stories explain moral lessons and recount heroic adventures.

*Films are available at a charge of $5.00 per reel to subscribers and non-subscribers.

Resources

Organization	Contact Persons	Address and Telephone	Comments
American Museum of Natural History, Education Department, Caribbean Programs		79th St., & Central Park West N.Y.C. 10024 873-1300	
Chamber of Commerce of Latin America in the United States		1 World Trade Center, N.Y.C. 10047 432-9313	
Institute of International Education		809 United Nations Plaza, N.Y.C. 10017 883-8200	
Inter-American Music Council		c/o Pan-American Union, Washington, D.C. 20006	
International Development Foundation		1725 I St., Washington, D.C. 20006	
Off-Off Broadway Guide Theatre Development Fund Calendar	Susan Kennedy, Publications Editor	1501 Broadway, N.Y.C. 10036 221-0885	TDF Calendar is available to purchasers of vouchers ($7.50 for 5). Gives all data for Spanish-language theatres in N.Y.C.
Pan-American Union	Jorge Luis Zelaya Coronado, Assistant Secretary General	19th and Constitution Ave., N.W., Washington, D.C. 20006	The Organization of American States is at work in the Hemisphere in an impressive number of fields -- searching for energy alternatives, finding new sources of food, improving the lot of rural folk, harnassing the power of the great rivers, and building cultural bridges, to name a few. Has many sub-offices such as, Alliance for Progress, Inter-America Nuclear Energy Commission, Inter-American Music Council, Inter-American Commission of Women, Inter-American Peace Committee.
Regional Bilingual Training Resource Center	Office of Bilingual Education Carmen L. Velkas, Project Director	131 Livingston St., Brooklyn, N.Y. 11201 858-5505	Free kits for teachers.
Veritas Arts and Graphics	Catalina Meyer	100 Central Park South, N.Y.C. 10019 757-6334	Citizen of Guatemala. She will be happy to answer questions.
Visual Arts Research and Resource Center Relating to the Caribbean	Marta Moreno Vega, Director	10 East 87th St., N.Y.C. 10028 427-8100 - Ext. 225	Visiting hours will be by appointment, call 427-8100, ext. 225. VARRCRC's purpose is to identify, compile, and disseminate information about the traditional arts of the Caribbean and the culture they reflect. VARRCRC publishes a quarterly magazine, various booklets and catalogs, as well as the organization of numerous seminars, and conducts conferences, festivals, and exhibitions.

OFFICES OF THE CONSULATE GENERAL OF THE PAN-AMERICAN STATES

Argentina	12 W. 56th Street New York, New York Tel. 397-1400
Bolivia	10 Rockefeller Plaza New York, New York Tel. 586-1607
Brazil	630 5th Avenue New York, New York Tel. 757-3080
Chile	809 U.N. Plaza New York, New York Tel. 682-9120
Colombia	10 E. 46th Street New York, New York Tel. 661-4680
Costa Rica	211 E. 43rd Street New York, New York Tel. TN7-3922
Dominican Republic	1270 6th Avenue New York, New York Tel. COS-0630
Ecuador	1270 Avenue of the Americas New York, New York Tel. 245-5380
El Salvador	211 E. 43rd Street New York, New York Tel. 867-0065
Guatelmala (Main Office)	1270 6th Avenue New York, New York Tel. CI6-5877
Haiti	60 E. 42nd Street New York, New York Tel. 697-9767
Honduras	290 Madison Avenue New York, New York Tel. 889-3858
Mexico	8 E. 41st Street New York, New York Tel. 689-0456
Nicaragua	1270 Avenue of the Americas New York, New York Tel. CI7-1020
Panama	1270 Avenue of the Americas New York, New York Tel. 246-3773
Paraguay	1 World Trade Center New York, New York Tel. 432-0733
Peru	10 Rockefeller Plaza New York, New York Tel. 265-2480
Uruguay	10 Battery Place New York, New York Tel. WH4-0638
Venezuela	600 5th Avenue New York, New York Tel. 826-1660

Jewish Heritage and Culture Themes

What are the contributions of Judaism to world civilization?

What are some important characteristics of the Jewish "World of our fathers" in Europe?

Why, when and how did Jews emigrate to the United States?

How did Jewish communities develop in New York City?

What are individual achievements and cultural contributions of American Jews in science and the arts, education, civil rights, labor, philanthropy?

What are some major concerns of American Jews today: The Holocaust, Soviet Jewry, the State of Israel?

Background Information

The first Jews in America were refugees. In 1654, twenty-three men, women, and children of Spanish and Portuguese descent escaped from Recife, called Pernambuco, in Brazil and settled in New Amsterdam.

Jewish settlements in the American colonies were established in Newport, Rhode Island (1658); Philadelphia, Pennsylvania (1682), Charleston, South Carolina (1702), and Savannah, Georgia (1733). By 1776 there were twenty-five hundred Jews in the colonies out of a total population of two million. Today there are about six million, representing about three percent of the total.

The second Jewish migration came from Germany and Central Europe, in the wake of Napoleon's defeat in 1815, the crushing failure of democratic and nationalist movements in 1848, and the economic restrictions against Jews.

At the start of the Civil War in 1860, there were about 150,000 Jews in the United States. Many, like Levi Strauss, the originator of blue jeans, joined the westward movement as peddlers with backpacks containing small items of clothing and household goods which the pioneer men and women needed to survive. Midwestern cities such as Cincinnnati, Louisville, Chicago, and Milwaukee became the new places of Jewish settlement.

The third, and by far the largest wave of Jewish immigration to the United States came from Eastern European lands in the Russian Empire between 1881 and World War I. Politically discriminated against, pressured by economic misery, subjected to official terror and to the threat of death, more than two million Jews escaped to these shores.

Most remained in port cities such as New York and Philadelphia because of opportunities in growing industries such as clothing manufacture, and for the comfort found in the presence of other Jews and Jewish institutions. Seventy percent of them settled in New York and helped to make this city the center of the clothing industry.

When Hitler's tyranny gripped Germany in the 1930's, the number of German Jews who were able to escape to the United States was limited by restrictive immigration laws. Of these some, like Albert Einstein, were already world-renowned; some unknown, like Henry Kissinger who came as a youth, were yet to make their mark. After World War II, thousands of Holocaust survivors came to this country. Many remained near relatives and friends in New York City.

The most recent waves of Jewish immigration are from the Soviet Union, South American countries, and Iran. The newcomers continue a pattern set by all preceding groups. They escape economic and political oppression and find liberty and a home in America.

Activities

Planning A Special Program

Suggestions for an assembly program include:

-Student-developed scenes on topics such as an American born Jewish child having conflicts with his/her immigrant parents.

-A Soviet Jew applying for permission to emigrate from the Soviet Union.

-An American visiting a kibbutz in Israel for the first time.

-Israeli songs in Hebrew and English.

-Folk dances, such as the Hora.

-Dramatization of a scene from the play, The Diary of Anne Frank or Awake and Sing.

-Guest speakers on current affairs topics.

EXHIBITS AROUND THE SCHOOL

Displays and special events in which people move from one area to another could feature:

-A publications display relating to the experience of the Jews in America.

-A tabletop map of Palestine in Biblical times with events located by colored flags which are color-keyed to explanations of the events taking place in that locality. These are on the wall near the map.

-A food booth with traditional dishes: blintzes, gefilte fish, potato latkes, chopped liver.

In-Class Activities

COMMUNICATION ARTS

Read and recite children's poetry from I Never Saw Another Butterfly.

Improvise and then write a scene of a Jewish immigrant child in the past or present attending public school for the first time. Have the child speak his/her thoughts aloud. Distinguish when thoughts are spoken by freezing motion. The actors can move naturally when the character is actually speaking.

For those who have seen either film, write a review of Hester Street and With These Hands. Focus on the economic problems and adaptation to the new culture.

Read and retell myths, legends and stories from the works of Sholom Aleichem and Isaac Bashevis Singer.

List the words of Jewish origin which have become part of the American vernacular: shamus, schleppe, chutzpa, mayen. Henry L. Mencken and Leo Rosten will serve, among other sources, for this information.

Write a review of the recently re-released musical film Fiddler on the Roof. Research how it is rooted in the Yiddish Theatre classic Tevye the Milkman.

Simulate an interview with Jewish Leaders on the present problems of the American Jew.

SOCIAL STUDIES

Trace points of interest on maps of the city. Bernard Postal and Lionel Koppman, Jewish Landmarks in New York: An Informal History and Guide. N.Y.: Hill and Wang, 1654

Take walking tours in a neighborhood which has places of interest in Jewish history and culture.

Visit the Israeli Consulate, 800 Second Avenue, New York. Small group discussion and question and answer sessions can be arranged for senior high school students (20-35). Telephone Evie Muscher, 697-5500, Ext. 309, 285.

ARTS AND CRAFTS

Visit the Jewish Museum to study the silver crafts of Judaica, and other objects and artifacts.

Become familiar with the art works of American Jewish painters and sculptors: Chaim Gross, Louise Nevelson, Seymour Lipton, Ben Shahn, Jack Levine, Larry Rivers.

Construct a dreidel from a model.

RESEARCH, REPORT AND DISCUSSION TOPICS

Report on Jews who have served as political officers in the city, state and federal governments as illustrated by Mayor Abraham Beame, Governor Herbert Lehman and Senator Jacob Javits.

Research and report on the lives and activities of German Jews who emigrated to the United States during the 19th century.

Trace the numerical growth of Jews in America starting with the first 23 refugees from Brazil in 1954 to the arrival of survivors from Nazi Germany in the third and fourth decades of the 20th century and to the arrival of Soviet Jews recently.

Research and report on the Americanization of Jewish emigres from Eastern Europe explaining the reasons for their arrival, the traditions which they brought to this country, the method used in settling families, their employment patterns, their performance in schools, their role in labor unions and other organizations, their goals, defeats and achievements. (This should be a group activity.)

Research and report on the spectacular rise and fall of the Yiddish Theatre on the lower East Side of Manhattan. Or choose one of the great actors or actresses of the era such as Adler or Thomashevsky as a research topic.

SOME OUTSTANDING MEN AND WOMEN IN JEWISH HISTORY

Einstein, Albert	(1879-1955)	Theoretical physicist who developed the revolutionary theory of relativity; Nobel Prize,1922.
Freud, Sigmund	(1856-1939)	Founder of psychoanalysis; revolutionized attitudes toward mental and emotional illness.
Meir, Golda	(1898-1978)	Russian-born, American-bred governmental leader in State of Israel;Prime Minister 1969-1974.
Chagall, Marc	(1889-)	Russian-born artist, known for his colorful paintings and murals; two murals in Lincoln Center.
Kafka, Franz	(1883-1924)	Austrian poet and writer of psychological and philosophical fiction: The Trial, Metamorphosis.
Lazarus, Emma	(1849-1887)	New York City poet and social worker; author of "The New Colossus" on base of Statue of Liberty.
Gershwin, George	(1898-1937)	Brooklyn-born composer; Rhapsody in Blue, Porgy and Bess, An American in Paris.
Gompers, Samuel	(1850-1924)	Organized the American Federation of Labor in 1886; leader of American Labor movement.
Brandeis, Louis D.	(1856-1941)	First Jewish Justice of the U.S. Supreme Court; spokesman for rights of working people.

SOME OUTSTANDING JEWISH-AMERICANS

Salk, Jonas	(1914-)	Medical researcher and educator who developed anti-polio vaccine.
Bernstein,Leonard	(1918-)	Former conductor of New York Philharmonic; composer of many classical works as well as West Side Story.
Kissinger, Henry	(1923-)	Winner of Nobel Peace Prize, 1973; Secretary of State under Nixon and Ford administrations.
Yalow, Rosalyn	(1921-)	First Jewish woman to receive the Nobel Prize for her work in medical research; New York educated.
Nevelson, Louise	(1900-)	Sculptor of bold abstracts which are displayed around the world; works in New York City.
Bellow, Saul	(1915-)	Chicagoan who wrote Herzog and The Adventures of Augie March; Nobel Prize for literature, 1976.
Koufax, Sandy	(1935-)	Pitched for the Dodgers (1958-64); won most valuable player award for '63; graduate of Lafayette High School.
Marx Brothers	(20th century)	Groucho, Harpo, Chico and Zeppo -- a comic team who made classic comic films such as Duck Soup
Horowitz, Vladimir	(1904-)	Legendary pianist; an American since 1928.

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United Federation of Teachers Study Guide: Topics in Jewish-American Heritage. UFT, 260 Park Avenue South, New York, N.Y. 10010.

Vorspan, Albert. Giants of Justice. New York: Union of American Hebrews Congregations, 1960.

Wiesel, Elie. Night. New York: Avon Paperback, 1960.

Audio-Visual Listings

FILMS AND FILMSTRIPS

"Holocaust," available free from the American Federation of Jewish Fighters, Camp Inmates and Nazi Victims, Inc. (Attention: Elliot Welles, 689-7400)

"Prisoners of Conscience," (30 minutes) slide show with cassette, "This Year in Jerusalem" and "Out of Bondage," available from the Greater New York Conference on Soviet Jewry. (Attention: Judi Evans, 354-1316)

"Warsaw Ghetto, The: Holocaust and Resistance," filmstrip. Narrated by Theodore Bikel and Vladka Meed, a resistance fighter. Jewish Labor Committee, 25 East 78 Street, New York, N.Y. 10021. (Attention: Martin Lapan, 535-3700)

Year of Jewish Flavors, A: Bittersweet, (26 minutes) color. Newsreel panorama of public celebrations during 1976. Board of Jewish Education, 426 West 58 Street, New York, N.Y. 10019. (Attention: Martin Cooper, 245-8200)

FULL LENGTH FEATURE FILMS

Diary of Anne Frank. Film, Inc., 3501 Queens Boulevard, Long Island City, N.Y. 11101.

Exodus. The Birth of Israel. United Artists, 729 Seventh Avenue, New York, N.Y.

L'Chaim. (90 minutes) color. Available from the United Federation of Teachers (Attention: Myrna Cooper, 777-7500), and Women's American ORT, 1250 Broadway, New York, N.Y. (Attention: Karen Cohen)

RECORDINGS AND TAPES

"Celebration with Shimon and Ilana," records of Hebrew and English language Israeli folksongs. Jewish Education Press, 426 West 58 Street, New York, N.Y. 10019, 245-8200.

"300 Years: Memorable Events in American Jewish History." Record $2.50. Commission on Jewish Education, Union of American Hebrew Congregations.

"We Who Survive," an audio-drama with cassette and Teacher's Guide. Available from the Board of Jewish Education. (Attention: Frada Harel, 245-8200, Ext. 321)

RESOURCE FOR FILMS

Alden Films, 7820 20th Ave., Brooklyn, NY 11214 331-1045. Ninety three films on various aspects of life in Israel (archaeology, culture, art, holidays, Middle East conflict) are available for handling charge only.

AVAILABLE FROM OLMT*

Office of Library, Media and Telecommunications
131 Livingston Street
Brooklyn, New York 11201
596-5914

Children of Israel. (color-14 min.) (2 reels, Elem., Int.) An amusing film for children about life in Israel today. We see young Israelis of different age and backgrounds in an arts and crafts class, on a kibbutz, at the beach, at worship in the synagogue, at home and -- like all teenagers -- spending endless hours on the telephone. No narration.

Diary of Anne Frank, The. (black and white-180 min.) (18 reels, Int., H.S.) The tensions of the times, conflicts arising from their cramped quarters, severely rationed food, and limitations on movement are recorded in this famous diary of Anne, the 13-year-old girl who sensitively wrote of her experiences.

Hester Street. (black and white-91 min.) Story of a Russian Jew who finds his way to America ahead of his wife. He quickly becomes assimilated and in the process, enchanted with another, more modern woman. His wife finally arrives steeped in the manners and customs of the old country. How the problems of the couple are resolved makes for a most humorous and charming story.

Israeli Family, An. (color-20 min.) (2 reels, Int.) By accompanying an Israeli family through a typical day, we get some insight into what life is like in modern Israel.

*Films are available at a charge of $5.00 per reel to subscribers and non-subscribers.

Nightmare: The Immigration of Joachim and Rachael. (color-24 min.) (1 reel, H.S.) Two Jewish orphans have safely arrived in the U.S. after World War II, but the nightmarish ordeal remains with them: separation from parents, survival without food or shelter, capture by the Nazis, flight through the ghetto sewers.

Media Resources

PUBLICATIONS

Jewish Currents, monthly publication
Jewish Currents, Inc.
22 East 17 Street, Suite 601
New York, N.Y. 10003

Jewish Spectator, monthly publication
250 West 57 Street
New York, N.Y. 10019

American Jewish Yearbook
published by Jewish Publication Society
Philadelphia, Pa.
Lists national Jewish organizations

Commentary, monthly magazine
American Jewish Committee
165 East 56 Street
New York, N.Y. 10022

Resources

Organization	Contact Persons	Address and Telephone	Comments
The American Israel Friendship League	Ms. Ilana Artman, Executive Director	134 East 39 St., N.Y.C. 10016 679-4822	New York City public school students who have visited Israel on the Student Exchange Program are available as speakers.
The American Jewish Congress CETA	Ms. Roberta Caplan, Bookings Coordinator, CETA Program	15 East 84 St., N.Y.C. 10028 879-4500, Ext.859	Artists project offers, for young people of all ages and all backgrounds, performances, lecture demonstrations and workshops in music, (instrumental and vocal), poetry and prose.
American Sephardic Federation	Mr. Gary Schaer, Executive Director	521 Fifth Avenue Suite 1404 N.Y.C. 10017 - 697-1845	Walking tour of a Syrian Jewish neighborhood; guest speakers on American Jewry.
The American Zionist Youth Foundation	Mr. Uri Furst, Regional Director Ms. Ami Drogin, Regional Coordinator	515 Park Avenue, N.Y.C. 10022 751-6070	Israeli students who can speak on various aspects of Israel, such as, the Kibbutz, Israeli education, arts and media and Israel as a melting pot of cultures.
The American Zionist Youth Foundation University Department	Mr. Stewart Hershkowitz, Regional Director of Universities Services Dept., N.Y. area	515 Park Avenue, N.Y.C. 10022 336-1215	College students who can speak on Israel are available.
Anti-Defamation League of B'nai B'rith	Ann Glauber, Education Director New York Region	823 United Nations Plaza, N.Y.C. 10017	
Brooklyn College of City University	Professor Samuel Abrahamsen Chairman, Dept. of Judiac Studies	Avenue H & Bedford Avenue 11210 780-5229	College students available to serve as guest speakers on American Jewry.
The Educational Alliance	Mr. Mike Katz, Director Jewish Public School Youth	197 East Broadway, N.Y.C. 10002 475-6200	Students from Jewish Public School Youth available as speakers.
The Jewish Community Relations Council	Mr. Malcolm Hoenlein, Executive Director	111 West 40 Street, Suite 2600, N.Y.C. 10018 221-1535	Free posters, guest speakers, films on Jewish culture, list of teachers who have integrated Jewish studies into classroom activities.
The Jewish Labor Committee	Mr. Martin Lapan, Director of New York Labor Committee	25 East 78 St., N.Y.C. 10021 535-3700	Adult speakers on the Holocaust.
Jewish Teachers Association	Dr. Michael Leinwand, President	45 East 33 St., N.Y.C. 10016 684-0556	

John Dewey High School Holocaust Center	Mr. Ira Zornberg	Stillwell Avenue bet. Avenues X and Y, Brooklyn, N.Y. 11223 373-6400	
The National Committee for the Furtherance of Jewish Education	Rabbi Alex Carlebach	825 Eastern Parkway Brooklyn, N.Y. 11213 735-0215	Folksingers, plays and puppet shows available for young children.
Yeshiva University, Youth Bureaus, College Students from Central and South America	Rabbi Ruvin Wohlbromsky Assistant Director	500 West 18 St., N.Y.C. 10033 960-5400	Speakers available
	Individuals		
	Ms. Judi Evans	The Greater New York Conference on Soviet Jewry, 8 West 40 St., N.Y.C. 10018 354-1316	Speakers on Soviet Jewry available
	Rabbi Yosef C. Golding, Director	452 East 9 St., Brooklyn, N.Y. 11218 941-2600	Speakers available
	Mr. David Mann	Board of Jewish Education New York City Telephone: 245-8299	

Italian Heritage and Culture Themes

How did the Ancient Italian past and the Italian Renassance contribute to world civilization?

Why did Italians emigrate to the United States?

From what parts of Italy did most of the immigrants come?

What are the patterns of Italian migration to the United States?

What problems of adjustment did most Italian emigrants face?

What are important individual achievements and contributions of Italian-Americans to America?

What are major issues facing Italian-Americans today?

Background Information

Italian-Americans are the second largest national group descended from immigrants to the United States. Although estimates differ, there are probably about fifteen million persons who consider themselves to be of Italian extraction.*

Italians such as Christopher Columbus and Amerigo Vespucci were among the early explorers in the New World. Giovanni da Verrazano was probably the first New Yorker. In the eighteenth century, outstanding Italians such as Colonel Francis Vigo and Filippo Mazzei contributed to the early development of the United States. Until 1870, individual Italians emigrated from time to time to the new nation. From 1885 to 1914 families came in a steady flow. In this large wave of migration the majority came from the improverished agricultural provinces south of Naples, including Sicily.

Like other immigrants most Italians came to the United States because of social and economic hardships: a rigid class system, high illiteracy, depleted soil fertility, and antiquated agricultural methods.

The magic name of America was the escape from difficult living conditions. And they came in the millions; four million between 1890 and 1921. In the record year, 1907, about 300,000 arrived at Ellis Island. In 1880 there were 20,000 Italian Americans in New York City; by 1920, over 800,000.

* The Italian Experience in the United States, S.M. Tomasi and M.H. Engel

Frequently very poor and without industrial skills, many became laborers in the field of construction. These immigrants helped to build badly needed subways, streets, apartment houses, and public buildings. Many became workers in the expanding needle trades and opened small businesses which supplied foodstuffs and vital services to all New Yorkers.

Following the pattern forced on earlier immigrants, first generation Italian-Americans sought inexpensive housing in areas which were in remote edges of the city - Ozone Park, East New York and East Bronx or areas considered less desirable: Mulberry Bend, East Harlem, South Brooklyn, and Long Island City. As the second and third generations moved up the economic ladder into skilled industrial occupations, civil service, and the professions, Italian-Americans moved out of older established communities to many new neighborhoods, particularly in Queens and Staten Island and other parts of the Metropolitan area.

The number of new arrivals from Italy has increased in recent years and there is a long waiting list to enter the United States. Many newcomers have established small businesses and work in the restaurant and clothing industries in New York City. Today in the city new immigrants, and old, and their children and grandchildren, number about 1.7 million and contribute significantly to New York's culture, economy and political life.

Activities

Planning A Special Program

An assembly program could include:

-Scenes written and performed by students on a dramatic moment in the life of an historical figure such as Galileo, Leonardo da Vinci, Dante; the departure for the United States of the first son of an Italian family.

-An operatic performance by a guest singer.

-Folk songs sung in Italian and English and demonstrations of folk dances, such as the tarantella.

-A slide show of photographs of an Italian neighborhood; old newspaper clippings, students' paintings with an accompanying narrative, written by students and including taped interviews with neighborhood people.

EXHIBITS AROUND THE SCHOOL

A display of art, craft and performance projects, in which a small audience circulates at set times would include:

-A food booth with sample dishes from several regions in Italy e.g. various pasta dishes, antipasto platters. Have tables for guests who might also enjoy the serenading of strolling student musicians.

-An improvised puppet show with Commedia dell Arte puppet characters.

-A paper mural of several Roman gods and goddesses with descriptions of the aspects of life over which they rule.

In-Class Activities

COMMUNICATION ARTS

Write on "the day the statues came to life." Statues which may be highlighted are "The Great Discoverer" in Columbus Circle; Giuseppe Verdi at Broadway and 73 Street; Dante Alighieri at Broadway and 64 Street; Giuseppe Garibaldi in Washington Square. Are the statues satisfied with their locations? Why, why not? What sights have these statues seen?

Perform an improvised scene from a novel such as Christ in Concrete.

Read a one-act Pirandello play. Discuss the shifting view of reality. Take a simple incident and describe what happened in such a way that a reader may not be sure whether you are telling the truth about it.

Visit the Museum of Immigration on Liberty Island.

Simulate a news show on "new immigrants" in the 1890's. Interview classmates who will give answers in the character of immigrants of that time. Ask questions about employment, housing, family in Italy, etc.

Interview family and community members about their experiences of the crossing, Ellis Island, first encounters with Americans. With permission, tape the interview and use as background for a slide show of pictures of the time. Include family photographs where possible.

Ask students to locate words in English that come directly from the Italian language. These may include:

tempo	crescendo	opera
allegro	pasta	malaria
piazza	forte	influenza
simpatico	broccoli	sotto voce
pizza	intermezzo	piccolo

-After defining these words, students can be asked what occupations, professions, and crafts they suggest.

Read or have someone translate articles from a particular Italian newspaper and compare with a particular American newspaper of the same date. Discuss their differences and similarities, including subject matter, language style and advertisements.

Role play a discussion among three generations, grandmother, mother, daughter, on the daughter's decision to move into her own apartment.

-Between an Italian old-timer and a teenager highlighting differences in values, customs and language.

Study the Sacco-Vanzetti case. Read aloud Vanzetti's last letter written from the prison. Write answers

SOCIAL STUDIES

Make a graph showing Italian immigration figures for any twenty year period.

Explore a map of Italy. Compare with a map of the United States. Find at least five cities in the United States which have the same names (Rome, Naples, Venice).

Go through old magazines and cut out ads for Italian exports such as dresses, wine, china, glassware, jewelry, shoes. Prepare brief advertising copy directed to selling these products.

ARTS AND CRAFTS

Visit the Metropolitan Museum of Art to explore galleries of Roman art, painting, sculpture, frescoes.

Study the works of Leonardo da Vinci, Michelangelo and other Italian Renaissance artists.

Create costume plates for a production of Romeo and Juliet.

View pictures of Roman buildings and identify Roman influences in contemporary architecture.

-Design costumes for Julius Caeser and sketch the stage sets.

Illustrate an Italian folk or fairy tale, e.g. La Cenerentola or Belinda e Il Mostro.

Make large puppets representing characters in the Commedia dell Arte: Pantelone (an old fogey), Dottore (a pompous professor), a lovely young lady, a hero, and the zanni or clowning servant. Commedia was always improvised around a stock plot,

usually involving money and marriage. Make up the plot, and improvise the show.

MUSIC

Listen to Italian opera music by a selection of composers; Rossini, Puccini, Verdi.

Write brief biographies of some of the great Italian composers (such as Verdi, Puccini, and Verdi) or singers (Galli-Curci,Caruso, Gilli, and Pavarotti).

RESEARCH, REPORT AND DISCUSSION TOPICS

Research and retell the story of the international efforts to restore the artwork of Florence after the destructive flood of 1973.

Write or report orally on the life of Filippo Mazzei whose ideas on the rights of mankind probably influenced Thomas Jefferson in writing the Declaration of Independence. They were close friends.

Choose an Italian film director such as Carlo Ponti, Vittorio DeSica, Federico Fellini,Lina Wertmuller, and analyze his or her work through several films.

-Write a report on the direct influence of one or more Italian filmmakers on American motion picture themes.

Research the life and achievements of Meucci who invented the telephone before Alexander Graham Bell. Visit the museum established in his honor on Staten Island.

Write or report orally on contemporary Italian or Italian-American figures (see chart on following page.)

A Model for a School and Community Festival

Faculties and parents of P.S. 205, Brooklyn; Franklin D. Roosevelt High School; and the Bensonhurst Community sponsor the annual Bensonhurst Festival of the Arts. This festival included last year a production of "Orlando Furioso" in English and Italian with life size marionettes dressed in full armor; an award winning film, "The Baker; A Part of Your Loving" filmed and produced in Bensonhurst by Tony de Nonno; operatic arias by Victor Beck. For details, telephone Dr. Paul J. Patane, 596-6273 or Mr. Philip Tritt, P.S. 205, 236-2380.

SOME OUTSTANDING MEN AND WOMEN IN ITALIAN HISTORY

Leonardo da Vinci	(1452-1519)	Painter, scientist, architect, engineer; his most famous works are Mona Lisa and The Last Supper.
Michelangelo Buonarroti	(1475-1564)	Sculptor, painter and architect: one of history's greatest creative geniuses. ceiling of Sistine Chapel is only one of his works.
Dante Alighieri	(1265-1321)	Poet who wrote The Divine Comedy in vernacular Italian.
Christopher Columbus	(1451-1501)	Italian explorer in the service of Spain; discovered New World.
Amerigo Vespucci	(1451-1512)	Navigator and explorer; developed a method for computing nearly exact longitude; as a result of his voyages to Central and South America, the continents received his name.
Giuseppe Garibaldi	(1807-1882)	Military hero in the Italian movement for independence and unification.
Count Cavour	(1810-1861)	Statesman who engineered Italy's liberation from foreign domination; first Prime Minister.
Giuseppe Verdi	(1813-1901)	Composer of operas such as Rigoletto, Aida, La Traviata and Otello -- all world favorites.
Maria Montessori	(1870-1952)	Developed method of early childhood education which emphasized initiative and self-control.
Vittorio de Sica	(1901-1974)	Film director noted for biting, realistic drama such as The Bicycle Thief and Umberto D.

SOME OUTSTANDING ITALIAN-AMERICANS

Enrico Caruso	(1873-1921)	One of the world's greatest tenors; sang 50 roles at Met for 17 years.
John J. Sirica	(1904-1979)	Presiding judge in Watergate investigations; rose from poor immigrant parents to become a Federal District Court Judge.
Frank Capra	(1897-)	Film director remembered for You Can't Take It with You and Lost Horizon.
Lido A. Iacocca	(1924-)	Auto manufacturing executive for Ford and later Chrysler.
Ella T. Grasso	(1923-)	First female governor of state of Connecticut.
Mario Pei		Linguist and philologist; author of Story of Language and Story of the English Language.
Mario Andretti	(1940-)	Auto race driver; won Indianapolis 500 in 1969; named Rookie of the Year in 1965.
Enrico Fermi	(1901-1954)	Physicist responsible for first successful experiment in nuclear fission; Nobel Prize 1938.
Fiorello LaGuardia	(1882-1947)	Served in Congress from 1917-1931; Mayor of New York City from 1934 to 1945.
Mother Frances Cabrini	(1850-1917)	Teacher, social worker, first American citizen to be canonized a Saint by the Catholic Church.
Arturo Toscanini	(1867-1957)	Italian-born conductor of the NY Philharmonic and later NBC Symphony Orchestra.
John Volpe	(1908-)	Governor of Massachussetts for two terms in the sixties.
Ann Bancroft	(1931-)	Respected actress of stage, screen and tv; winner of Tony, Emmy and Academy awards.
Joseph DiMaggio	(1914-)	Famous New York Yankee baseball star; elected to Baseball Hall of Fame in 1955; lifetime batting average of .325

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TEACHER RESOURCES

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Covello, Leonard. The Heart Is The Teacher. New York: McGraw-Hill Book Co., 1958.

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United Federation of Teachers. Study Guide on Italian-Americans. UFT, 260 Park Avenue South, NYC 10010.

FOR PUPILS

Cimino, Maria. The Disobedient Eels And Other Italian Tales. New York: Pantheon Books, 1971. (grades 3-6)

Coe, Douglas. Marconi: Pioneer Of Radio. New York: Julian Messner, Inc., 1943. (a fictionalized biography) (grades 5 and up)

Jackson, Stanley. Caruso. New York: Stein & Day, 1975. (grades 6 and up)

LaGatto, Anthony F., Ed. The Italians In America, 1492-1972: A Chronology And Fact Book. Dobbs Ferry, N.Y.: Oceana, 1972. (This is the fourth volume in the Ethnic Chronology Series.) (grades 7 and up)

Guinica, Salvatore J. An Album Of The Italian American. New York: Franklin Watts, Inc., 1972. (grades 5 and up)

_____ Wop! The Ethnic Prejudice in America series. New York: Simon and Schuster. (paperback).

Lo Preato, G. The Italian-Americans. New New York: Random House, Inc., 1970.

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Tomasi, S. and Engel, M.H. The Italian Experience In The United States. New York: Center for Migration Studies, 1970.

Audio-Visual Listings

FILMS

AVAILABLE FROM OLMT*

Office of Library, Media and Telecommunications
131 Livingston Street
Brooklyn, New York 11201
596-5914

Galileo: The Challenge of Reason. (color-26 min.) (3 reels, H.S.) The story of Galileo, the man and humanist, as well as Galileo, the founder of modern experimental science. Because of his unorthodox beliefs, Galileo was brought before the Inquisition. Beyond the trial of Galileo, the film raises a question of continuing importance: are men willing to accept truth if it means fundamentally altering their society?

Open City. (black and white-100 min.) With Anna Magnani, Aldo Fabrizi. Directed by Roberto Rossellini, this Italian classic was among the first of the multi-award winning films to come from Italy.

Unification of Italy. (color-14 min.) (2 reels, H.S.) From the invasion of Italy by Napoleon in 1805 to the plebiscite of Rome in 1870, film traces the long struggle to create a unified Italy.

FILMSTRIPS

"American Families: The de Stefanos." (1 filmstrip, 1 phonograph record or cassette, 1 study guide) Follows the daily activities of an Italian-American family and the customs of their cultural heritage. Coronet Instructional Films, 1971.

*Films are available at a charge of $5.00 per reel to subscribers and non-subscribers.

"The Children of Columbus." (filmstrip, color, cassette) Historical. Social studies oriented. Suggested for secondary and college level. May be obtained by writing Mrs. Rosa Riccio Pietanza, Italian Teachers Association, 2041 61 Street, Brooklyn, New York 11204. or telephoning Ms. Loretta Capobianco Sanchez, President, ITA, OL 1-8758.

"Why Study Italian." (20 minutes, filmstrip, cassette)Available by writing request to Mrs. Pietanza at aforementioned address or by request to Dr. Morris Freedman, Director, (Library Media and Telecommunications).

FILM

The Cooking of Italy. (20 minute film) prepared by The Brooklyn Union Gas Company - Address your request to: Bergen Motion. Available free of charge.

Media Resources

TELEVISION

"Pomeriggio Italiano" Channel 47, Sundays 2:30 p.m. featuring news update, cultural happenings, dramas, musicals, sports.

"Panorama Italiano" Channel 68, Wednesdays, 6:00 p.m. featuring Antonio Piranco.

Radio stations WEVT and WHBI-FM have programs in Italian.

Publication

Il Progresso, 260 Audubon Ave., NYC, 795-5500

Resources

Casa Italiana	Mrs. Rose Cascio	Columbia University, 117 St. and Amsterdam Ave., N.Y.C.	
Dealers Specializing in Children's Books in Italian	Rizzoli International 712 Fifth Avenue New York, N.Y. 10019 Stechert Macmillan, Inc. 866 Third Avenue New York, N.Y. 10022 S. F. Vanni 30 West 12th Street New York, N.Y. 10011 Telephone: 675-6336	European Publishers Representatives, Incorporated 11-03 46th Avenue Long Island City, N.Y. 11101 Telephone: 937-4606 Speedimprex USA, Incorporated 23-16 40th Avenue Long Island City, N.Y. 11101 Telephone: 786-4706 AMI Publications 332 Manhattan Avenue Brooklyn, N.Y. 11311	
Garibaldi-Meucci Museum	Ms. Nina Polemeni	420 Tompkins Ave., Rosebank, S. I. 442-1608	Museum hours: Tuesday-Friday 10 a.m.-5 p.m. Saturday-Sunday 11 a.m.-5 p.m. and holidays, 1 to 5 p.m.
Gravesend Historical Society	Eric J. Ierardi, President	P.O. Box 1643, Gravesend Station, Brooklyn, N.Y. 11223 339-9089	
Institute for the Italian American, Inc.	Mico Delianova, Executive Director	345 E. 69 St., N.Y.C. 10021 288-9119	Executive Director of Italian Culture Week
Institute of Italian Culture	Dr. Marco Miele, Director	686 Park Ave., N.Y.C. 10002 TR 9-4242	
Italian Government Tourist Office		630 Fifth Ave., N.Y.C. 245-4822	
Italian Historical Society of America		111 Columbia Heights, Brooklyn, N.Y. 11201 852-2929	
Italian Teachers Association	Mrs. Loretta Capobianco Sanchez, President Mrs. Rosa Riccio Pietanza	2041 61 St., Brooklyn, N.Y. 11204 256-3223	For information regarding kit distributed by Italian Culture and Heritage Week Committee, and filmstrip "Why Study Italian."
Italian Trade Commissioner		1 World Trade Center, Suite 2057, N.Y.C. 10048	

Paterno Library		Columbia University 1161 Amsterdam Ave., N.Y.C. 10027 280-2307
Regional Bilingual Training Resource Center	Mrs. Anna Errante	N.Y.C. Board of Education 131 Livingston St., Brooklyn, N.Y. 11201
School	Scuola D'Italia (Grades 1-12) 10 Leroy Street New York, N.Y. 10014 Telephone: 628-5741	

Individuals

Prof. Luigi Ballerini	Dept. of Modern Languages, New York University, Washington Square, N.Y.C.	
Dr. Angelo Gimondo, Deputy Director	Office of Bilingual Education N.Y.C. Board of Education 66 Court St., 15th floor Brooklyn, N.Y. 11201 596-5095	
Dr. Anthony Ray Mangione	Brooklyn College of CUNY Ave. H and Bedford Ave., Brooklyn, N.Y.	Prepared a bibliography on multi-ethnic culture which contains large section on Italian literature.
Miguel Manteo	20'S Stillwell Ave., Brooklyn, N.Y. 11223 373-0850	World renowned puppeteer perpetuating the tradition in America of life-sized Sicilian rod marionettes in full armor. Available for demonstrations and performances by individual arrangements.
Miss Alba Mazza	Shore Road, Brooklyn, N.Y. 836-3645	Choral group leader. Specialist in Italian music.
Miss Emma Menna, Professor Emeritus	New York University, 26 E. 93 St., N.Y.C. 289-4546	Language consultant
Dr. Paul Patane, Museum Coordinator	Art Unit, Office of Curriculum Development and Support, N.Y.C. Board of Education, 131 Livingston St., Brooklyn, N.Y. 11201 596-6273	Liaison with the Metropolitan Museum of Art (879-5500, Ext. 310); Museum of Modern Art (956-6100, Ext. 7219). Consultative services to educators relating to all areas of the curriculum with emphasis on the Fine Arts and the study of the Italian language and culture.

Scandinavian Heritage and Culture Themes

What are the geographic and ethnic diversities in Scandinavia?

How are the overall cultural and historical patterns of the Icelanders, Norwegians, Swedes, Danes, and Finns alike and different?

Why, when, and how did Scandinavians emigrate to the United States?

How did Scandinavian-American communities develop in the United States? In New York City?

What are some individual achievements and contributions of Scandinavian-Americans to American society?

Background Information

There are five Scandinavian countries: Denmark, Norway, Sweden (the Nordic countries), Finland, and Iceland. Each has had its own language, history, and culture for many centuries. Scandinavians, however, share close kinships in a common cultural heritage. The modern languages of Icelandic, Swedish, Norwegian, and Danish stem from the same Germanic parent tongue. The Finns belong to the Finno-Ugric language group. Icelanders, Swedes, Norwegians, and Danes can understand one another fairly well. Native Finnish speakers cannot understand the others; however in Finland Swedish is spoken widely and Swedish and Finnish are both official languages.

Scandinavians were the first European explorers of the new world. Norwegians established colonies in Iceland and Greenland and, from these outposts, made voyages of discovery to the main continent of North America. Leif Ericson, who discovered the North American coast in the year 1000, was born in Iceland of a Norwegian father and lived in Greenland most of his life. Norwegians like to claim him as the first Norwegian immigrant to America.

No permanent Scandinavian settlement was made in the new world until 1638. At that time, about fifty Swedes, under the leadership of Peter Minuit, a Frenchman, built a Swedish colony along the Delaware River, at what is now Wilmington, Delaware. In 1658 the Dutch, under Peter Stuyvesant, seized the Swedish colony, only to have it later recaptured by the British.

It was not until the nineteenth century that the number of Scandinavians began to increase in the United States. The pioneers of emigration were a small group of religious dissenters (including some Quakers) who landed in New York City in 1825, after a fourteen-week journey from Norway. They settled first on farmland near Rochester, New York, and moved to a rich farming valley in Illinois in 1835. This started the trend of Scandinavian settlement on virgin lands of the Great Plains. For people in Scandinavia, who were earning a meager livelihood in mountainous terrain where there was little land to buy, the opportunity to buy rich, fertile land on the flat rolling plains of America at an affordable price was irresistible.

In the century of migration after 1825, at least eight hundred thousand Norwegians (in a population of only several million), more than one million Swedes, and over five hundred thousand Danes and approximately the same number of Finns emigrated to the United States. The rate of emigration from Norway has been higher than for any other single country except Ireland.

Many Scandinavian immigrants came in groups from the same villages and regions, and settled together in a community. Swedes, Norwegians, and Danes settled mainly in the Middle West in Minnesota, Wisconsin, and Illinois. To save enough money to buy a farm, the men in the family often worked as farmhands and in the stockyards for as little as one dollar a day, and the women often worked as maids. Some Scandinavians became loggers in the forests of Washington and Oregon. In New York City, Scandinavians lived near docks and waterfronts, earning a living as seamen, stevedores, and construction workers. Norwegians settled in large numbers in Bay Ridge, Brooklyn.

The era of mass immigration for the Scandinavians was the period from the Civil War to World War I. They were used to hard knocks and hard work, and willingly gave their strength to the building of America.

Activities

Planning A Special Program

Suggestions for an assembly program include:

-Student-developed scenes. These could be from various sources: Norse legends, fairy or folk tales or a realistic novel such as Giants in the Earth.

-Choral recitation of the poetry of Carl Sandburg

-Folk songs representing several countries

-Stage backgrounds with themes from Norse mythology.

A display of arts and crafts and performance projects in which people circulate to different areas could include:

-A food booth offering a smorgasbord of Scandinavian dishes representing various countries.

-A display of books and materials on Scandinavia.

-A puppet show of a Hans Christian Anderson story.

-A storytelling corner where students tell stories from Norse mythology. Recorded music by Scandinavian composers such as Grieg or Sibelius could form an interlude between stories.

In-Class Activities

COMMUNICATION ARTS/SOCIAL STUDIES

Read and retell Scandinavian myths of Odin, Frey, Loki, the story of Siegfried and his slaying of the dragon, Fafnir.

-Chart the relation of the names of the days of the week in English, e.g.:

Wednesday	--	Woding (Odin's) day
Thursday	--	Thor's day
Friday	--	Freya's day

-Read Ole Edvart Rolvaag's Giants in the Earth, a partially autobiographical account about the experiences of the family of his wife, Jennie Berdagl Rolvaag. Illustrate a scene.

-Develop and then write an original scene of a Scandinavian family on their land in early America, or a crisis that a family might have with their farm.

-Read the poetry of Carl Sandburg aloud in class. Have students read his reaction to lawyers in The People Yes; this aversion to lawyers came about because his father, an immigrant to this country, was cheated out of his home because he did not understand the language or customs of this country. Analyze the statements for stereotyping by profession. Discuss how personal or family history affects one's attitudes by having students talk about experiences where they feel they have been treated unjustly.

-Write a review of an Ingmar Bergman movie, and analyze it for particularly Scandinavian aspects.

-Read A Doll's House. Analyze Ibsen's ideas on the role of women.

-Read The Making of an American by Jacob A. Riis, a famous Danish-American journalist and social reformer. Pick a particular aspect of the experience, work, acculturation, mutual support by other immigrants, and report on its development through the book.

-Simulate an interview with Charles Lindbergh, the son of a Swedish immigrant, after his solo flight across the Atlantic in 1927.

-For students who saw the film, The New Land, assign an essay on the contact of the immigrants with native Americans, or the symbols of homesickness.

-As a class project develop a "Do you know that" chart. Place interesting facts about Scandinavians in New York on the chart; James Bronck came from the Danish Island of Funen to New Amsterdam in 1639 and gave his name to the borough of the Bronx in New York City; a group of Norwegian glassblowers who came to the United States in the 1900's started the glassworks in Corning, New York; Bay Ridge in Brooklyn had a Norwegian population of 55,000 in 1940, the largest concentration outside of Norway.

ARTS AND CRAFTS

Study the works of Finnish, Swedish, Norwegian and Danish contemporary designers (furniture, house furnishings, glass, tableware, silver).

Decorate and sketch a room. Use graph paper for seeing how furniture would be placed.

Paint a design for setting a table, including decoration.

Look at the architecture designs of Saarinen. (The TWA building at Kennedy Airport)

Look at Scandinavian rugs and design your own original.

Hans Christian Anderson was a wonderful silhouette artist. Make your own silhouette characters by free hand with black paper. Also use them as shadow puppets for an Anderson story.

Study the works of Emil Nolde.

Make illustrations (paintings, drawings, clay characters) of the Norse legends.

RESEARCH, REPORT AND DISCUSSION TOPICS

Write or report orally about the voyages of the Norse explorers; Leif Ericsson, to North America around the year 1000, and Eric the Red's founding of a colony in Greenland (982). Illustrate with maps.

Research early Scandinavian schools in the 1880's.

Write speeches which might have been in the Dakota movement to repeal state laws that refused to recognize schools in which English was not the language of instruction. Compare this with the recent development of bilingual education. Debate

the proposition: Affirmed: "All instruction should be in English only."

Research and report on the Swedish military unit organized to fight for the Union by "Bishop Hill."

Report on the phenomenon of the Aurora Borealis. Show photographs or make your own illustrations.

Explain the fjords in geological terms. Show illustrations.

Report on the origin on the Sauna, and its use today.

Research the lives or accomplishments of outstanding Scandinavians. (See the chart for suggestions.)

- Write and/or report orally on the biographies or accomplishments of Scandinavians such as: Niels Paulson, a Dane who came to the United States in 1864 and gained wealth and fame as a builder and ironmaker. He used much of his wealth to assist the American Scandinavian Foundation, whose purpose was to encourage closer relations between Scandinavian countries and the United States; Hans Mattson, first Scandinavian-American to be elected Secretary of the State of Minnesota in 1870 and first to reach such a high public office in the United States.

Research the Anti-Spanking law recently instituted in Sweden.

SOME OUTSTANDING MEN AND WOMEN IN SCANDINAVIAN HISTORY

Fridtjof Nansen	1861 - 1930	Norwegian author, explorer and statesman, the first to cross Greenland.
Roald Amundsen	1872 - 1928	Norwegian explorer, discoverer of the North-West Passage and the South Pole.
Niels Bohr	1885 - 1962	Danish physicist. He used the quantum theory to explain the structure of the atom, helped to develop the atomic bomb in the United States.
Hans Christian Andersen	1805 - 1875	Danish author of many famous fairy tales, notably, "The Ugly Duckling," "The Little Mermaid," and "The Emperor's New Clothes."
Jean Sibelius	1865 - 1957	Finnish composer, he promoted Finnish nationalism in such works as Finlandia, composed seven symphonies.
Alfred B. Nobel	1833 - 1896	Swedish chemist, engineer and industrialist, he invented dynamite and founded the Nobel Prizes.
Paavo Nurmi	1897 - 1973	Finnish athlete. Between 1920 and 1932 he set 20 world track records and won six Olympic gold medals.
Edvard Grieg	1843-1907	Norwegian composer; famouse for Peer Gynt Suite, Piano Concerto in A and Norwegian peasant dances (Slaater)

SOME OUTSTANDING SCANDINAVIAN-AMERICANS

Eero Saarinen	1910-1951	Finnish architect and designer of furniture; designed CBS Tower and Beaumont Theatre in New York City.
Jacob A. Riis	1949-1914	Journalist and author; exposed evils of child labor, substandard housing, police brutality and political corruption in New York City.
John Ericson	1803 - 1889	Planned and drew the propeller-driven warship, the Monitor, which was important in naval history.
Knute Rockne	1888 - 1931	The first player to use the forward pass; coach at the University of Notre Dame; considered one of the greatest coaches in football.
Vincent Bendix		Invented the self-starter for cars; developed the Bendix Aviation Corporation.
Ole Rolvaag		Famous for his novels about Norwegian immigrants, especially "Giants in the Earth."
Ole Singstad	1882 - 1969	Planned and constructed the Holland Tunnel under the Hudson River in New York City, the first tunnel large enough to take motor traffic.
Charles A. Lindbergh, Jr.	1902 - 1974	Became an international hero when he flew the first nonstop flight from New York to Paris in 1927; son of a Swedish immigrant.
Kirsten Flagstad	1895 - 1962	Star of the Metropolitan Opera, famous for Wagnerian opera roles.
Ingrid Bergman		Swedish actress who has won many awards, including the Academy awards in a long and varied film and stage career in the United States.
Earl Warren	1891 - 1974	Governor of California and Chief Justice of the United States Supreme Court; of Norwegian descent.

Bibliography

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Andersen, Arlow W. The Norwegian Americans. Boston, Mass.: Twayne, 1975. (7-12)

Bille, John H. A History of the Danes in America. San Francisco: R & E Research Associates, 1971. (10-12)

Cather, Willa O Pioneers. New York: Houghton Mifflin, 1962 (paperback 7-12)

Craigie, W.A. Scandinavian Folklore. New York: Gordon Press, 1896 Reprint. Detroit: Singing Tree, 1970. (7-12)

D'Aulaire, Ingri and Edgar P. Norse Gods & Giants. Garden City, New York: Doubleday, 1967. (3-6)

Forbes, Kathryn. Mama's Bank Account. New York: Harcourt, Brace & Company, 1949. Reprint, 1975. (7-12)

Furer, Howard B. The Scandinavians in America: 986-1970. A Chronology and Fact Book. Dobbs Ferry, New York: Oceana, 1972.

Grant, Matthew G. Leif Ericson: Explorer of Vinland. Chicago: Children's Press, 1974. (1-3)

Haviland, Virginia. Favorite Fairy Tales Told in Sweden. illus. by Ronni Solbert. Boston, Mass.: Little, Brown & Co., 1966. (2-6)

Holland, Ruth. Vikings of the West: The Scandinavian Immigrants in America. Pictures by H.B. Vestal. New York: Grosset & Dunlap, 1968. (6-12)

Jones, Gwyn. Scandinavian Legends and Folk Tales. Joan Kiddell-Monroe. illus. New York: Walck, 1956. (4-6)

Lovoll, Odd. A Folk Epic: The Bygdelag in America. Northfield, Minn.: Norwegian - American Historical Association, 1975. (10-12) Teacher Reference

Nelson, O.N., ed. History of the Scandinavians & Successful Scandinavians in the United States. Minneapolis, Minn.: O.N. Nelson & Company, 1904; Reprint New York: Haskell, 1969. (9-12)
A collection of essays on Scandinavians in the United States.

Riis, Jacob A. The Making of an American. New York: Century, 1901; reprint. New York: Macmillan, 1970. (9-12)

Rogers, W.G. Carl Sandburg, Yes: Poet, Historian, Novelist, Songster. New York: Harcourt Brace Jovanovich, 1970. (7-12)

Skardal, Dorothy Burton. The Divided Heart: Scandinavian Immigrant Experience through Literary Sources. Preface by Oscar Handlin. Lincoln: University of Nebraska Press, 1974. Teacher Reference. (10-12)

Sperry, Margaret. Scandinavian Stories. New York: Franklin Watts, Inc., 1971.

Wargelin, John. The Americanization of the Finns. Hancock, Michigan: Finnish Lutheran Book Concern, 1924; Reprint, San Francisco: R & E Research Associates, 1972. (9-12)

Audio-Visual Listings

"Mysterious Lufte-Folk, The." (1 filmstrip, 1 phonodisc, Teacher's Guide) A Scandinavian folk tale about two brothers. One brother obtains a magic treasure of the Lufte-folk while the other is lost in a storm. Walt Disney Educational Media Co., 1975.

"Nail Soup." (1 filmstrip, 1 phonodisc) Traditional Swedish folktale based on book by Harve Zemach. It is similar to the familiar folktale called "The Soup Stone." Educational Enrichment Materials, 1969. (K-6)

Swedes in America. (16 mm. film, sound, black and white) U.S. Office of War Information. Distributed by U.S. National Archives and Record Service

FILMS AVAILABLE FROM OLMT*

Office of Library, Media and Telecommunications
131 Livingston Street
Brooklyn, New York 11201 596-5914

Carl Sandburg. (black and white-30 min.) (3 reels, H.S.) The famous poet reminisces about his life and work, plays his guitar and sings folk songs.

Denmark '43. (color-23 min.) (3 reels, Int., H.S.) A class of Danish students relives the story of a Danish coastal town which ferried Danish Jews to neutral Sweden during 1943. They learn for themselves in 1970 what the Jews who escaped from concentration camps discovered in those days - the fear, suspense, ingenuity and courage that saved hundreds of persons.

Ugly Duckling, The. (color-8 min.) (1 reel, Elem.) Uses real animals to tell the Andersen story of the baby swan.

Media Resources

PUBLICATIONS

Nordisk Tidende, Norwegian Newspaper
8104 5th Ave., Brooklyn, N.Y.
Telephone: 238-1100

RADIO

Hans Olsen's Musical Smorgasbord
All the best of Scandinavian music.
WHBI - 106 FM Wednesdays 9 p.m.
WFUV - 90.7 FM Thursdays 9 - 10 p.m.
WQXR - Monday, Wednesday, Friday 8:05 p.m. - 9 p.m.

*Films are available at a charge of $5.00 per reel to subscribers and non-subscribers.

Resources

Organization	Contact Persons	Address and Telephone	Comments
American Scandinavian Foundation	Ms. Lynn Calman	127 East 73 St., N.Y.C. 10021	General resource center. Sponsors language instruction in Danish, Finnish, Norwegian and Swedish. Courses are offered in cooperation with New York University. Publishes "The Scandinavian Review," a quarterly. Examples of titles - "The Child and The Family in Contemporary Scandinavia." Children's stories as literature also included. "Ordinary People" by Werner Aspenström, "Mama and Papa Trade Jobs" by Sonja Akosson, Nordic Mythology - Odin, Thor, Loki, Islandic Sagas. For list of books and other publications, write to Publishing Division Exchange. Program available - postgraduate students and graduate fellowships.
Danish Consulate General		280 Park Ave., N.Y.C. 10017 697-5101	For films and general information telephone or write.
Consulate General of Finland	Mrs. Virtanen Kaija, Secretary-Information Desk Cultural Department	540 Madison Ave., N.Y.C. 10022 832-6550	Films, booklets, posters, general information on Finland available.
Consulate General of Sweden		825 Third Ave., N.Y.C. 10022 751-5900	
Consulate General of Iceland		370 Lexington Ave., N.Y.C. 10017	
Norwegian Information Service		825 Third Ave., N.Y.C. 10022 421-7333	
Finland National Tourist Office	Mr. Kurk, Director	75 Rockefeller Plaza, 11th Floor, N.Y.C. 10019 582-2802	Maps and listing of places of interest available.
Scandinavian Travel Offices		75 Rockefeller Plaza, N.Y.C. 10019 582-2802	
	Individuals		
	Dr. George Simpson	State University at New Paltz, N.Y. also Pace University, N.Y.C.	Scandinavian studies.
	Mrs. Margaret Flanagan, Principal 438-3230	P.S. 105, Brooklyn, N.Y. 1031 59th Street Brooklyn, New York 11219	This school celebrates Scandinavian Heritage and Culture Week and will be happy to share information.

A CALENDAR OF ETHNIC CELEBRATIONS IN THE CITY OF NEW YORK, 1980

The following events and dates are extracted from a list published by the New York Convention and Visitors Bureau, 90 East 42 Street, New York, N.Y. 10017, telephone: 687-1300. For more information about any event, please call that number.

January 8 - late March	"Ethnic Backgrounds of American Popular Music," Songwriters Hall of Fame
January 29 -- February 3	Jose Limon Dance Company, City Center of Music and Drama
February 16	Chinese New Year's Day Parade, "Year of the Monkey," (4678)
February 28	Chinese Lantern Day Parade
March 15 -- June 1	"Ukrainian Easter Eggs -- Pysanky," Ukrainian Museum
(November 13, 1979) -- March 18	"Gold of El Dorado: Heritage of Colombia," Museum of Natural History
March 17	St. Patrick's Day Parade, Fifth Avenue
March 21 -- May 11	"Eduardo Chillida," "New Images from Spain," Guggenheim Museum
March 26 -- Summer	"Danzig, 1939: Legacy of Hope," The Jewish Museum
March 30 (tentative)	Greek Parade, Fifth Avenue
April 12 -- July 9	"The Bronze Age of China: Art from the Peoples' Republic of China," Metropolitam Museum of Art
April 15 (tentative)	Gardner D. Stout Hall of Asian Peoples opens. American Museum of Natural History
April 26 -- October 26	Ellis Island Tour, Circle Line/Statue of Liberty Ferry
April 27	Solidarity Day Parade, Fifth Avenue
May 18	Norwegian Constitution Day Parade, Brooklyn
June 1	Salute to Israel Parade, Fifth Avenue
June 5 -- 15	Festival of St. Anthony, Little Italy, Sullivan Street
June 8	Jewish Street Festival, East Broadway, between Rutgers and Montgomery Streets
July 12 -- 17	Feast of Mt. Carmel, East 115th and 116th Streets
August	Hispanic Arts Festival, Bronx
August 29 -- September 1	West-Indian American Carnevale (the big parade is September 1), Brooklyn
September 6 -- 7	One World Festival Street Fair, St. Vartan's Armenian Church
September 18 -- 28	Feast of San Gennaro, Mulberry Street, Little Italy
September 27 (tentative)	Steuben Day Parade, Fifth Avenue
October 5	Pulaski Day Parade, Fifth Avenue
October 31	Columbus Day Parade
November 5	Black Solidarity Day
November 19	Puerto Rican Day Parade

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QUESTIONNAIRE

How ethnic heritage and culture is studied and celebrated is ultimately up to the individual teacher. The attitudes, efforts, and activities of each classroom teacher and each school in this city are the heart of successful "heritage week observations."

Since this collection of resources and activities is new and experimental, it needs your suggestions and support to be revised into a more complete form.

Please answer the questions below as completely as you can, assured that your reactions and suggestions will be much appreciated and given most respectful consideration in compiling a revised version.

1. Which ethnic heritage and culture weeks does your school celebrate? _____

2. How much pre-planning time do you allocate to a particular ethnic week celebration?

3. What is the most outstanding ethnic celebration activity your school or class has ever staged? Please describe it as completely as you can.

4. How would you describe the responses of your students to ethnic heritage activities commemorating their own ethnic backgrounds?

How would you describe their reactions to activities commemorating the heritage of peoples different from themselves? _____

5. How successful has your school or class been in enlisting the cooperation of parents and community groups in planning your ethnic heritage activities? (Give specific examples.)

6. What aspects of this bulletin have proved most helpful to you in planning your ethnic week activities? _____

_____

_____

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7. What other resources or activities would you suggest for individual ethnic celebrations? (Use other side, if necessary.) _____

_____

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_____

8. In what specific ways should this curriculum bulletin be improved? _____

_____

_____

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Additional Comments:

Please return this questionnaire before June 29, 1980 to:

Mrs. Alaire Mitchell
Office of Curriculum Development
and Support
Division of Curriculum and Instruction
131 Livingston Street, Room 601
Brooklyn, New York 11201